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ABSTRACT

This document contains the general policy statement of the Nebraska State Board of Education and the Nebraska Council on Teacher Education relative to effective programs of teacher education. Approved institutions, upon application for each program for which approval is being sought, are given approval of one year which may be extended upon the recommendation of the Nebraska College Approval Advisory Committee. Institutions seeking approval are evaluated in terms of the policies and criteria set forth in this statement. (JD)

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POLICIES & CRITERIA

FOR THE APPROVAL OF TEACHER EDUCATION PROGRAMS & INSTITUTIONS IN NEBRASKA

ED178536

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SP 015 041

As Approved and Adopted by the
NEBRASKA COUNCIL ON TEACHER EDUCATION

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POLICIES AND CRITERIA FOR THE APPROVAL OF TEACHER EDUCATION PROGRAMS AND INSTITUTIONS IN NEBRASKA

INTRODUCTION

These approval criteria are in compliance with the State School Statutes. 79-328, R. R. S., 1943, states:

> "The State Board of Education shall have the power and it shall be its duty; -- To provide through the commissioner and his professional staff enlightened professional leadership, guidance and supervision of the state school system, and in order that the commissioner and his staff may carry out these duties the board shall, through the commissioner... approve teacher education programs conducted in Nebraska institutions of higher education designed for the purpose of certificating teachers..."
>
> 79-1247.04 .... (3) "Standard institution of higher education shall mean any college or university whose teacher education programs are fully approved by the State Board of Education."

The statement which follows sets forth the general policies and criteria which the State Board of Education will use in determining which Nebraska institutions of higher education and teacher education programs are approved for the purpose of certificating teachers, counselors, supervisors, administrators, and all other professional school personnel.

In broad outline, this statement will serve several purposes: (1) It will be the general policy statement of the Nebraska State Board of Education and the Nebraska Council on Teacher Education relative to effective programs of teacher education. (2) It will serve as a guide to the institution's own statement of policy and the development of its whole program of teacher education. (3) It will be used as a guide by visiting teams as they evaluate each program of the several institutions. (4) It will be useful as a statement to help interpret the objectives and approaches of sound teacher education to the general public.

Approval, Procedures, and Requirements for Application

All institutions now approved, upon application for each program for which approval is being sought, will be given approval of one year, which may be extended for an additional period pending the visitation of the institution and the report of the Nebraska College Approval Advisory Committee.

Each institution seeking approval shall be evaluated in terms of the Policies and Criteria contained herein; however, the quality and comprehensiveness of the total institutional program and of each teacher education program for which approval is sought may be considered as one of the major determining factors for approval.

In this statement the term "Teacher Education" shall be broadly interpreted so as to include all professional school personnel.

Degree-granting institutions which are accredited and so listed by the North Central Association of Colleges and Secondary Schools, or junior colleges accredited by the Nebraska Department of Education that wish to have their programs of teacher education approved for certification purposes, shall make a written application to the Nebraska Department of Education. New institutions may be considered for approval for teacher education after the institution has been recommended by the North Central Association. An institution with an approved teacher education program may make application to the Nebraska Department of Education for approval of new graduate programs after preliminary accreditation has been granted by the North Central Association of Colleges and Secondary Schools.

The institutions shall make such reports and applications, on forms prescribed and provided, as may be required by the Advisory Committee.

The State Board of Education, upon the recommendation of the Commissioner of Education, appoints the members of the Nebraska College Approval Advisory Committee. The Nebraska Council on Teacher Education has designated the Nebraska College Approval Advisory Committee as its Committee on College Approval and Administration.

Visiting teams selected by the Department of Education and the Chairman of Committee I will visit each Nebraska institution desiring approval. The visiting team will make an evaluation in terms of the Policies and Criteria, of each institution as well as each of its programs for which approval is requested.

The visiting team will report its findings to the College Approval Advisory Committee (Committee I). When an institution or one of its programs is under consideration for approval by the College Approval Advisory Committee, a representative(s) of the institution may be present to explain and/or justify the institution's position or point of view.

The College Approval Advisory Committee, herein-after referred to as the Advisory Committee, will report its findings to the Council and make its recommendations to the State Board of Education, which may grant approval for one-year to five-year periods.

If a major change occurs in any program during the approval period, the institution shall so report to the Nebraska Department of Education.

CRITERION I - PHILOSOPHY AND OBJECTIVES

A. Statement of Objectives

Each Nebraska institution desiring to have a program of teacher education approved by the State Board shall have a written statement of its philosophy and objectives which gives a clear indication of the scope and limitations of the teacher education offerings and kinds of services the institution offers to its students and to the schools of the area it serves.

The various school positions for which the institution offers programs of preparation are indicated. The personal and intellectual qualities which the program is designed to develop are clearly presented, as are the major beliefs and assumptions concerning the most effective means of developing these qualities.

The written objectives regarding teacher education are consistent with the objectives of the institution as a whole, and the preparation of teachers is accorded the same importance as the education of practitioners in other professions.

The entire scope of the effort by the institution to improve the quality of education is described.

B. Method of Formulating Statement of Objectives

The preparation of the statement of objectives of teacher education is a cooperative effort involving those members of the faculty who participate in the preparation of teachers. In multi-purpose institutions, adequate opportunity is provided for representatives from all colleges involved in the teacher education program to participate in the development of the statement. The statement is never regarded as final; it is subject to continuous review in light of changing educational needs, particularly those of Nebraska. The statement is officially approved by the governing body of the institution.

C. Competencies to be Sought

The statement of objectives shall include the competencies and qualities sought in the prospective teacher.

D. Institutional Use of Statement

The activities of the entire institution reflect the philosophy of the teacher education program and strive to achieve its stated objectives. Contemplated changes in programs, proposed research and experimentation, and in-service activity are in accord with the stated philosophy and objectives. The statement gives direction to the content and conduct of all courses taken by prospective teachers. In all appropriate activities the statement is something to "live by."

CRITERION II -- ORGANIZATION AND ADMINISTRATION FOR TEACHER EDUCATION

A. Administrative Organization

The organization of an institution in which teachers are prepared should be such as to facilitate the planning, the administration and the continuous improvement of a consistently unified program of teacher education. Because colleges and universities differ in overall organizational structures, no pattern of organization for teacher education applicable to all types of institutions is prescribed. Instead, criteria for evaluating this factor are set forth as follows:

1. The Organization:

   a. Assures consistent policies and practices with reference to the different segments of the teacher education program regardless of the administrative units under which they operate;

   b. Facilitates the continuous development and improvement of the teacher education program;

   c. Clearly fixes responsibility for the administration of policies agreed upon.

   An organization will be regarded as acceptable for the development of policies when a single agency is made responsible for coordinating (1) the planning of teacher education curricula; (2) the development of policies that govern the admission of students to teacher education curricula; (3) the development of a system of registration and enrollment which makes it easy to identify all students preparing to teach and which can be understood by students and faculty; and (4) the development of policies and criteria for satisfactory completion of all teacher education curricula. Such an agency will be the unit (college, school, division, department) of education or an interdepartmental committee, whose membership will be representative of those divisions within the institution in proportion to their concerns for teacher education.

   Responsibility for the total program will be regarded as clearly assigned when (1) some one person is held responsible for the administration of the total program; (2) when that person is in a position to speak authoritatively for the total program; and (3) when that same person normally will be the one responsible for recommending students for teacher certification.

2. A chart showing the organization of the institution is available.

The scattering of responsibility usually results in confusion on the part of the faculty and student body. If a unified program of teacher education is to be developed, it is important that the institution designate some organizational unit to be finally responsible for the improvement and the administration of the teacher education program.

Patterns of organization that deviate from the characterization above will also be regarded as acceptable if they can be justified in terms of the principles set forth in the paragraphs on criteria for evaluating this factor and in terms of the objectives of the institution.

B. Finance

1. The teacher preparing institution has adequate financial resources for offering the complete program of the institution.

2. The basis of the budget is the educational program of the institution; it has adequate financing as needed to accomplish the needs of the educational program.

3. Evidence of financial ability and stability is available upon request.

C. Buildings

1. The buildings are constructed and designed so as to be functional for the educational program of the institution.

2. Proper provision is made for administrative buildings, classrooms, laboratories, libraries, recreational buildings, dormitories, and other facilities. There is a sufficient number of rooms according to the accepted standards for the type of program and the number of students accommodated.

3. The buildings are of safe and fire-resistant construction.

4. All buildings are kept in good repair with competent personnel to provide continuous maintenance and efficient operation.

D. Extended Services in Teacher Education

Institutions offering extended services, including summer sessions, evening and week-end programs, off-campus extension or correspondence classes, and survey and consultative services, should be expected to set forth the adequacy of their resources for conducting such services and to indicate the administrative and operational provisions they have established to assure quality in such special services, in the regular program and in the ways in which they complement and support each other.

CRITERION III -- STUDENT PERSONNEL, ADMISSIONS AND RETENTION

A. The responsibility and procedures for advising teacher-education students are described in a statement of policy. The statement identifies the following factors:

1. Students are assigned to competent advisors who understand the teacher-education programs of the institution.

2. Current data on teacher supply and demand are available to the student advisors and are interpreted to the students.

3. There is continuity of advisors-student relationships.

4. Whether there is a single or a multiple advising system, i.e., academic and/or professional, there is clarity as to the respective responsibilities of each advisor.

5. If there are differences in respect to procedure for advising elementary and secondary education students, these are explained.

B. Organizations designed for teacher-education students are supported by the teacher-education faculty. It is recommended that such organizations direct attention to the continuous identification of teacher-education students.

C. Adequate student records available to advisors are in evidence and are utilized.

D. Placement services are described to the teacher candidates.

E. Teacher-education scholarships are under the control of the administrative head of the college or Department of Education.

F. There are clearly defined policies and related practices concerning admission to the retention in teacher-education programs. These policies include the following elements:

1. A statement of designation and of the extent of authority in formulating admission and retention policies.

2. The specific policies and practices include:

a. Academic, social, personality, health and professional-promise factors required of students;

b. Entrance periods for regular teacher-education students (exceptions to this policy should be stated);

c. Differences between these policies and those applicable to non-teacher-education students;

d. Periodic evaluation of students as they progress through the program;

e. Provisions for probationary admission and retention;

f. Provisions for removal of students from programs;

g. Conditions for re-entrance following removal.

3. Any differentiation relating to admission and retention policies is described.

4. The administrator of admission and retention policies is the administrative head of the college or Department of Education, or his designee. (This statement is not applicable to graduate programs.)

5. A student has the right of appeal from decisions of the administrator of these policies to the agency responsible for the policies.

CRITERION IV -- CURRICULUM -- INSTRUCTIONAL PATTERNS

Introductory Statement

Curriculum Development and Planning. -- Responsibilities for the administration of a continuing program of curriculum development, evaluation, and revision, and for the advisement and programming of students in the teacher education curriculums should be centralized in a single designated administrative unit of the preparing institution. This unit should recommend students to the State agency for certification.

The process of curriculum development for the various teacher education programs should make provision for enlisting the cooperation and participation of representatives of (1) the elementary and secondary schools, (2) college teachers in fields related to the area of the public school specialization, (3) the State Department of Education, (4) professional associations and appropriate committees and commissions, and (5) teacher education students.

A continuing program of curriculum evaluation should be provided for through a systematic follow-up of graduates to determine the adequacy of their preparation and their competency as teachers.

Curriculum Pattern. -- Each curriculum for the preparation of teachers should be a program planned for teaching in the area of specialization and should include: (1) general education--those academic courses planned for all degree candidates, designed to prepare the student for purposeful and responsible living as an individual and a citizen in a free society; (2) appropriate content and experiences in his particular field of specialization to relate to and give background for his teaching service in an elementary or secondary school; and (3) the sequence of basic professional education experiences designed to prepare the student for his role as teacher in the elementary and secondary schools of a free society. The curriculum should be designed to develop the student's unique interests and capabilities through a system of academic guidance and free electives.

A. General Education

Breadth and diversity of knowledge and interests are desirable educational outcomes for everyone. The basic assumption in pursuing a program of general education is that the student will be involved in broad and diverse studies, and will become aware of the relationships existing among these studies. An intended outcome of acquiring a general education is the development of appreciations and understandings which heighten the quality of life. As curricular patterns within professional education become more and more complex and specialized, it becomes increasingly important that opportunities for general education studies are maintained. As individual roles and responsibilities within a society of growing complexity become more and more varied, the general studies component remains as a "base of support," a frame of reference within which specialized tasks and roles may be viewed.

Universities and colleges have an obligation to encourage students to secure an intellectual experience extending beyond that of a highly specialized and, therefore, somewhat limited professional track of studies. Professional educators need the breadth, the diversity, the communication skills and perspective gained by moving beyond previous experiences and special interest areas in their studies.

Each institution of teacher education must be responsible for developing a program of general studies which will aid students in developing skills, attitudes, understandings and modes of thinking in the major areas of knowledge as they concern all humanity in general and common. The programs may vary in composition and may offer flexibility in terms of choices. Field experiences, competency tests, travel, independent study, work experiences, and units within courses may contribute to the completion of the general education component. Specific courses, therefore, need not be required in each of the nine areas listed below.

The general education program should be from one-fourth to one-half of the total degree program. Each teacher education institution shall have a written statement of its philosophy of general education and of its goals or objectives for the program. It shall also be the responsibility of the institution to provide evaluation data which show that its teacher education graduates meet the competencies of the program it has developed.

To qualify as general education courses, course units, and other types of learning experiences must meet the following criteria:

1. The content is basically informational and not pedagogical,
2. The emphasis is upon generalization rather than upon specialization, and
3. The course material or other learning experience extends the concept of a general or liberal education rather than meeting a professional requirement.

The general education program shall, within the framework stated above, be designed to provide opportunities for students to develop and demonstrate competencies in the following areas:

The student must:

1. Demonstrate proficiency in language and communication skills;

2. Develop knowledge of major works of literature including American, English, and World Literature;

3. Attain a broad understanding of contemporary world cultures;

4. Develop understanding of American culture and heritage, including its diversity and relationship to world affairs;

5. Develop understanding of and insight into the social, geographic, political, and economic concepts inherent in the community, the state, the nation, and the world, with special emphasis on environmental control and ecology;

6. Develop understanding of and skills in scientific and mathematical concepts and methodology;

7. Develop understanding of and appreciation for the aesthetic values in human experience and express them through the fine and practical arts;

8. Develop skills and knowledge useful in promoting sound mental and physical health of the individual and the community;

9. Develop the ability and willingness to accept the ethical, spiritual, and moral values relative to human relationships and social goals. (Individual instructors in various disciplines should strive to communicate these values.)

B. Professional Education

Professional Education is based on those studies which include foundations of education, methods and materials of teaching, with supervised laboratory experiences designed to provide competencies required in the education professions.

1. Coursework and Pre-student Teaching

a. The nature and amount of professional education required for each curriculum assures that the student may gain competence for the position to be filled; this will normally approximate one-sixth of the total degree hour-requirement for the senior high school teacher and one-fourth for the elementary teacher.

b. The student is afforded an opportunity to experience quality college classroom instruction including the employment of modern methods, materials, and media in each and every field. Institutions should be encouraged to develop alternative strategies to allow for the development of competence.

c. There is evidence of careful planning and close cooperation among persons responsible for courses in General Education, in the area of specialization, in educational theory and practice, and among persons actively involved in pre-school and in elementary and secondary schools.

d. The academic departments should be involved in and assist in developing and planning the program of studies.

e. In the professional education program, provision is made through study and active experience for:

(1) Developing an understanding of the social, historical, and philosophical foundations, and of the administrative organization and operation of education in our American democracy;
(2) Gaining an understanding of the processes of human growth and development and of conditions conducive to the development of normal as well as exceptional children;
(3) Acquiring knowledge of how learning takes place for normal and exceptional children and how it can be guided through interpretations of modern psychology and the findings of educational research;
(4) Acquiring adequate preparation in the student's field of specialization prior to the study of any special methods;
(5) Developing understandings, attitudes, and skills essential to the building of functional curriculums by drawing upon the several approaches to teaching such as inquiry and problem-solving. Special emphasis is placed upon acquiring abilities in the use of alternative teaching techniques and materials for normal and exceptional children in the field of specialization;

(6) Developing an awareness of teacher certification requirements and of services and assistance available from appropriate local, state, and national educational agencies;

(7) Developing an awareness of opportunities to practice the behavior and attitudes recommended for a professional teacher. The future teacher should be involved in activities such as attending professional meetings, and demonstrating the ability to develop ethical and constructive relationships with parents, students, and staff;

(8) Developing an intercultural understanding and an appreciation of the heritage of various ethnic and minority groups;

(9) Developing an intercultural understanding and an community, and support agencies, for the benefit of all children;

(10) Developing an awareness of selected legal aspects education including legal basis, governance in education, governance of the teaching profession, teacher and student rights and responsibilities. (See Appendix 2);

(11) Acquiring skills in human and interpersonal relationships including, but not limited to:

(a) Encouraging others to hold and express differing opinions or ideas.
(b) Relating honestly the statements of others,
(c) Showing respect for and acceptance of others,
(d) Providing appropriate examples of leadership and direction for others,
(e) Offering constructive criticism when necessary,
(f) Complying with reasonable requests and orders given by and with proper authority,
(g) Demonstrating confidence, tact, and consideration in exercising authority, and,
(h) working in cooperation with others to achieve goals and accomplish tasks.

f. Pre-student teaching experiences offer a basis for the selection of a level and area of teaching by providing:

(1) a developmental series of activities throughout the professional education sequence frequently culminating in student teaching. The program should encourage increased participation by the student, beginning with observations and progressing through actual supervised experiences with young people in and out of the classroom prior to student teaching. The study of theory and practice should be closely related.

(2) A reinforcement of understanding of the major aspects of child growth and development and of the principles which govern the learning processes through active involvement with preschool, elementary and/or secondary students of varying abilities, including exceptional children.

(3) A sensitization of students to the interests, needs, and characteristics of normal and exceptional pupils, as well as to the homes/communities representing various ethnic and minority groups and socioeconomic backgrounds, and thus increase intercultural understanding and appreciation.

(4) An opportunity to plan for and try the different methods media of instruction. This can be accomplished through such activities as microteaching, videotaping, role playing, simulation, and tutoring.

(5) An opportunity to observe various levels, areas, and types of instruction in preschools, elementary, and secondary schools as a part of the professional education courses.

4-18-75

2. Student Teaching

a. Student teaching or other major practicums in which prospective teachers can experience all the roles of the teacher is considered an essential element of all the professional experiences. This experience is of sufficient length and concentration to provide opportunity for the prospective teacher to see and participate in all of the phases of a teacher's responsibilities. An in-depth professional evaluation including self-evaluation should be provided as an essential part of professional counseling for the student as a person and for admission to the profession. This situation is one in which the prospective teacher has responsibility, under supervision, for the learning processes.

There should be provision for coordinated extensive supervision by college faculty involving both subject and education areas. There should be provision for special preparation of both school and college supervisors.

b. Student Teaching Standards

(1) The student is permitted to engage in student teaching only after a comprehensive professional review of his record, including his scholarship, performance in an area of specialization, competence in the professional sequence, performance in previous professional experiences, and personal characteristics.

(2) A clear statement of policy and procedures is available to all persons involved in the student teaching program.

(3) Regular conferences and/or seminars involving cooperating teachers and student teachers are held.

(4) A written agreement is provided which defines responsibility of the cooperating school and teachers and the college regarding the student teacher preparation program.

(a) The College. In meeting its responsibility for student teaching, the college:

i. Selects and approves schools with which it cooperates;

ii. Establishes and maintains good rapport with the personnel of the cooperating school;

iii. Arranges with the school administrators for all things that may be necessary to insure successful conduct of the student teaching program;

iv. Provides the particulars of the student teaching program and communicates these to the officers of the school and the cooperating teacher in face-to-face meetings and in writings;

v. Prepares, selects, assigns, and orients the students in the program;

vi. Supervises the student teaching activities through competent supervisors who (1) make a specific number of supervisory visits, and who are on call for special visits; (2) counsel with the cooperating teacher, the student, and others concerned; (3) give additional assistance as needed;

vii. Evaluates the student teachers in consultation with the cooperating teacher and other appropriate school officials on the basis of their oral and written reports, the personal observation of the supervisor, and the self-evaluation by the student teacher.

viii. Will re-assign student teachers for cause;

ix. Agrees with the local school system as to how many students may be placed with a cooperating teacher for the year;

x. Provides suitable recognition to the cooperating teacher or school for services rendered in student teaching;

xi. Provides consultatory services to the school when requested in areas where this is possible and desirable;

xii. Provides some form of inservice training for cooperating teachers through planned conferences between cooperating teachers and college personnel;

xiii. Supplies the cooperating teachers with personal and educational data on students well in advance of their arrival at the school, and plans some form of induction conference with the principal, student, and cooperating teacher.

(b) The Cooperating School and Teacher. The cooperating school and teacher assume responsibility for:

i. Receiving the student as a teacher-in-training;

ii. Careful induction into the art and science of teaching;

iii. Acquainting the student with the auxiliary personnel and services in the school.

iv. Providing guidance in helping the student select the best possible program of experiences;

v. Supervising the student's work by giving helpful direction and evaluating the student's professional growth in planned as well as informal conferences;

vi. Providing opportunity for full teaching responsibilities when the student teacher has demonstrated his ability to handle such. However, a team relationship should prevail for directing learning experiences. Therefore, the student teacher is not to be considered as a replacement for the cooperating teacher;

vii. Demonstrating effective teaching methods and techniques;

viii. Performing as a professional and encouraging the development of a professional attitude on the part of the student teacher;

ix. Making professional information and suggestions available to college supervisors and colleges concerning the student teachers' performance as an important dimension of the continuous feedback and evaluation process;

x. Completing reports and rating sheets supplied by the college promptly and submitting them to the college supervisors;

(5) The student teacher is placed in a school system that is accredited, or otherwise approved, by the State Department of Education.

(6) The student teacher is placed with a cooperating teacher:

(a) Who holds a Pre-Standard Teaching Certificate, or the equivalent thereto, with an endorsement in the area in which he is to supervise.

(b) Who has a good performance record, shows continued professional growth, has at least one year of teaching experience, and the temperament, desire, and ability to work with a student teacher.

(7) Cooperating teachers are selected jointly by school and college personnel on criteria cooperatively agreed upon by the institution involved and always at least equaling the above minimum standards.

(8) The number of prospective teachers assigned for any experience to a qualified cooperating teacher should be determined by assuming (a) that the level of support for pupil learning shall remain as high or higher than if the college student(s) were not assigned, and (b) that the teacher can feel comfortable and confident that he can provide an effective, supportive learning climate for the student teacher(s). Under patterns of differentiated staffing a special clinical teacher may be able to provide a learning experience for several student teachers at a time and still maintain a good environment for learning.

(9) The student teacher has the opportunity to participate in those functions which are commonly found on any school day in and outside the classroom.

(10) The student teaching program ordinarily provides for a gradual introduction into the actual teaching responsibility. Full teaching responsibility is given the student teacher when the cooperating teacher has confidence in his ability.

(11) Continuous and regular feedback and evaluation by the teacher, college supervisor, and the college department. The final evaluation of the student teacher's achievement is done cooperatively.

(12) The length of student teaching shall depend upon the the performance of the student teacher and shall continue until he has achieved the objectives of the program.

(13) If the program is not a performance base as suggested in item 12 above, the minimum amount of student teaching shall be 240 clock hours, unless otherwise stated, for a specific teaching major. It is recommended that one semester hour of credit be granted for every forty clock hours, including any and all activities related to a typical teaching assignment.

(14) The student teacher does his student teaching in the teaching major(s) or field(s) of specialization and at the grade level(s) for which he is seeking endorsement. Students seeking endorsement to teach in a given subject in Grades K-12 shall have student teaching experience or experiences equivalent to the competencies required of student teachers at both the elementary and secondary levels. Teachers with teaching experience may be recommended for endorsement by an institution for additional area(s) or level(s) of teaching upon presentation of evidence that the teacher possesses competencies and abilities equivalent to those stated in the criteria for the area(s) and level(s) and abilities judged to be necessary requisites of good teaching in general.

C. Teaching Majors or Fields of Specialization

1. General Guidelines

a. College Statement of Teacher Competencies

1) Each institution is responsible for developing its teacher education programs in the various teaching fields within the general policies and criteria relating to teacher education as contained herein.

2) Each teaching major or field of specialization should be built upon a clear-cut statement of the purposes-aims-objectives of teaching in this area of the elementary and/or secondary school curriculum.

3) Each teaching major or field of specialization should be built on a clearly formulated statement of the competencies needed by teachers in this area of the school curriculum--including the attitudes, knowledges, understandings, and skills that are required, and the degree of expertness necessary for a beginning teacher. This statement of competencies shall be available in writing. No collegiate institution is expected to offer teacher education programs in all available areas of specialization. On the contrary, the institution is encouraged to expend its efforts only on those programs in which it can excel.

b. Characteristics of Teaching Majors. Each teaching major or field of specialization should consist of a carefully planned pattern of courses and experiences designed to produce the competencies identified by the faculty in a particular area of the public school program. The program of study constituting the specialization should:

(1) Include a thorough college-level study of the aspects of the subject-matter areas included in the school curriculum;
(2) Take into account, wherever relevant, the sequential nature of the knowledge and skills to be developed, so that there will be maximum continuity in the achievement of the objectives of the program;
(3) Provide the prospective teacher with a comprehension of the aspects of the areas of study which his students who go on to advanced work in the field will meet in subsequent courses;
(4) Include preparation in the methods and reading skills (see APPENDIX 4 for a statement of reading competencies) to be taught and the grade level(s) at which the subject is to be taught (special methods may be included in the 30-semester hour requirement);
(5) Have courses and content chosen for their relevance to the school curriculum. The amount of work required in a teaching major will vary, depending on the scope of teaching for which graduates are prepared, the amount of work in the field that is included in the general education requirements for all students, and students' high school background in the field. Emphases may vary in response to the careful study of individual needs, abilities, and objectives. Unless otherwise indicated, each teaching major, exclusive of supporting or related studies, will constitute at least 30 semester hours;
(6) Be broadly conceived to include work in related fields when pertinent to developing proficiency in the teaching major, and be in addition to the 30-semester hours requirement which constitutes the teaching major;
(7) Take into account the recommendations for curriculum improvement currently being made by various state and national groups.

c. College Evaluation and Recommendation of the Candidate. Each teaching major or field of specialization should include as the basis for recommendation of the student for the appropriate teacher certificate, provision for a systematic program of evaluation procedures to determine the degree to which the student has achieved the teaching competencies which are the objectives of the program.

d. Supporting Facilities and Schedule. Each teaching major or field of specialization should be supported by plant facilities, equipment, library and audiovisual resources, and a schedule of class time adequate to implement the planned program of courses, including appropriate field and laboratory experiences.

e. Staff. Each teaching major or field of specialization should be staffed by college faculty members who are master teachers, well qualified by graduate training and by experience in the subject-matter foundations of the particular area of the school curriculum, and sensitive to the needs of school teachers. (See also Criterion V-A-3, page 125).

ELEMENTARY SCHOOL TEACHING

College programs for the preparation of elementary school teachers differ in structure, organization and staff assignment. However, organized, the requirements of the curriculum for elementary school teachers should provide for subject-matter preparation adequate in terms of the functional needs of elementary school teachers.

Traditional academic majors in single "disciplines" alone are frequently too narrow to serve as the basis for specialized preparation of elementary school teachers. The content to be studied should be selected to provide preparation sufficient for a beginning competence in all of the subject-matter areas normally found in the elementary school curriculum. Specific provision should be made for the development of adequate academic background in each of the following subject areas:

(1) English composition and language;

(2) Literature, including works suitable for children;

(3) Speech improvement;

(4) Arts and crafts;

(5) Health and physical education;

(6) Mathematics;

(7) Music;

(8) Natural Sciences--including some experience in biological, physical, earth and space;

(9) Social Sciences, including at least American History, geography and American Government.

It is possible in a total program to provide preparation for a self-contained classroom and also to have sufficient upper division work in one area of instruction to prepare for team teaching or other organizations for teaching requiring some specialization.

The program includes the completion of a minor in one of the subjects or areas of instruction common to the elementary school grades.

The program includes instruction in the methods of teaching the fundamentals of language arts (including reading), children's literature, and in the diagnosis and corrections of reading disabilities. More specifically, the student should be able to:

a. Apply the various learning theories to the teaching of reading readiness, reading, and language arts.

b. Use a <u>variety</u> of methods in the teaching of reading and language arts.

c. Demonstrate an understanding of the language development process.

d. Demonstrate a knowledge of significant literature dealing with the relationship of reading and reading problems to child growth and development.

e. Demonstrate and understanding of the general skills development in the areas of comprehension, word attack, functional reading, linguistic analysis, listening, speaking, writing, and spelling including the ability to write performance objectives based on the needs of children.

f. Demonstrate a knowledge to construct and use teacher-made and commercially prepared reading materials to be used with children of varying developmental levels.

g. Demonstrate a knowledge of alternative organization strategies such as management systems, basal text approach, etc.

h. Demonstrate an understanding of the structure of basic individual and group diagnostic reading tests and how to administer and interpret the data derived from such instruments.

i. Construct, administer, and employ the results from teacher-made informal reading tests.

j. Prescribe and implement many different types of teaching procedures which may be successfully undertaken with children at all levels, in the areas of vocabulary, work attack, and comprehension.

k. Be able to demonstrate a working knowledge of a sizable number of commercial and informal, teacher-made materials which may be used successfully with a wide variety of pupils who have various reading difficulties.

l. Describe psychological needs of children which can be met through literature written for them.

m. Demonstrate wide acquaintance with children's literature within the various genre.

n. Demonstrate the ability to integrate children's literature into the elementary curriculum.

o. Demonstrate the ability to read and tell stories to children.

p. Demonstrate methods and/or techniques to identify and correct implied or overt ethnic, religious, racial, or sexual bias in reading and laguage arts materials.

The program includes thorough instruction in the methodology of elementary school teaching and the factors of child growth and development.

For those teacher candidates interested in early elementary education the program should be developed within the framework of elementary education with the necessary modifications in such programs to insure professional study of laboratory experiences with the kindergarten and primary aged children inclusive; or, the nursery school, kindergarten, and primary aged children inclusive. Emphasis should be given to those curriculum areas ascribed to early elementary education. Particular emphasis should be placed on language development, science and mathematical concepts, social sciences, and the creative arts.

THE EARLY CHILDHOOD PROGRAM IN TEACHER EDUCATION

The Early Childhood Program in Teacher Education is based on the premise that early childhood education encompasses continuous education of the young child up through the primary years.

The significance of quality educational and environmental experiences early in the life of a child is substantiated by research in education and in the disciplines, and by practice in numerous current programs for young children.

The interdisciplinary approach for educating teachers of young children develops competencies in utilizing all community resources to coordinate the efforts of the home, school, and community in providing a comprehensive program.

The first-hand experiences of the student with young children, professional personnel, and community resource personnel begin early in professional preparation and continues throughout the teacher education program.

1. Study of various types of American families--with emphasis on cultural, socio-economic, and parental aspects of the family and the influence of the community on the family.

2. First-hand field experiences with various socio-economic groups, families, pre-kindergarten arrangements, early childhood in the educational system, and related resources.

3. Study of child development and behavior, of techniques of working with children, and of the influences on the child relating to his experiences beginning with conception.

4. Practice in observing children in order to assess, record, and interpret a child's behavior, and to plan follow-up learning experiences appropriate to individual children.

5. Study of the nature and structure of the language, and of children's language acquisition; and practice in guiding language development from oral stages through the initial stages of writing and reading.

6. Study of and practice in the experessive arts; as music, art, creative dramatics, and movement.

7. Study of programs for young children with emphasis on the interrelatedness of the arts, sciences, and humanities.

8. Study of environmental influences that affect children--the indoor and outdoor environment in the school setting, the home and the community and society.

9. Study of learning theories, philosophies, and trends in early childhood education.

10. Student teaching on appropriate levels, including experience in parent education or adult education.

11. Student teaching on appropriate levels, including experience in these principles in working with an educational team, differentiated staff, parents, inter-disciplinary professionals, and the community resource personnel.

MIDDLE GRADES TEACHER PREPARATION PROGRAM

INTRODUCTION

The middle grades teachers preparation program includes requirements in three categories: (1) General Education, (2) Professional Education, and (3) Field(s) of Specialization. Such programs should be designed specifically for teachers in the middle grades (grades 4 through 9). Because public school programs for students in the middle grades (4-9) are organized and implemented in a variety of ways the preparation programs for middle grade teachers should enable these teachers to function effectively in a number of different settings, including but not limited to the following: (1) In self-contained classrooms at any of the grade levels covered by this endorsement, (2) In a core or multiple period program combining two or more subjects in an extended period of time, (3) In a general education program that utilizes a team of teachers from several subject areas, and (4) In completely departmentalized schools where each teacher provides the instruction in a designated subject area.

GENERAL EDUCATION

Students preparing to teach in the middle grades are required to fulfill the general education requirements prescribed for all teacher education candidates or outlined in the Policies and Criteria for the Approval of Teacher Education Programs and Institutions in Nebraska (pp.8-9). For middle grade teachers the general education program should encompass approximately one-third to one-half of the total program. Courses used to satisfy the general education requirement may, however, be applied to the fields of specialization stipulated in category three. It is expected that the general education requirements will give appropriate attention to the special needs of middle grade teachers in the following areas:

1. Language Arts -- including composition, literature and speech.
2. Social Studies -- including appropriate courses form American History, Geography, Government, Sociology, Economics, and Anthropology.
3. Science -- appropriate courses from the Physical, Biological, Earth and Health Science areas.
4. Mathematics -- one or more college courses depending upon the students high school program and/or demonstrated competence.
5. Fine Arts -- exposure to suitable art, music, and/or drama experiences or courses.

6. Practical Arts -- exposure to suitable industrial arts, homemaking and/or career education experiences or courses.

7. Physical Education -- exposure to suitable physical education, health, safety and/or recreation experiences or courses.

Each teacher education institution should feel free to establish its own general education requirements within the general guidelines specified in the Policies and Criteria and the suggested program outlined above. In any instance, the total program including the professional preparation and designed field(s) of specialization should insure the breadth of knowledge and competence expected of prospective middle grade teachers.

PROFESSIONAL EDUCATION

The professional education program for middle grade teachers should insure the development of the unique competencies required of teachers assigned to grades 4 through 9. Some components of the traditional elementary and secondary teacher education programs may be appropriate for middle grade teachers, but the program should be specifically designed and tailored to prepare teachers to work effectively with pre and emerging adolescents.

The professional component of the middle grade teacher education program should reflect the long established goals and objectives of the junior high/middle school and recognize the special needs of the age group served. Attention should be focused on accommodating the wide range of individual differences as well as providing for the common needs of all students encountered in the middle grades.

The professional education experiences provided for prospective middle grade teachers should be clearly identified and defined so that the necessary teaching skills and attitudes are assured. This program should enable the teacher to work effectively in several subject fields and in a variety of organizational arrangements from self-contained classrooms to completely departmentalized settings. It is exceedingly difficult to enumerate all the specific understandings and competencies required of middle grade teachers. However, each teacher education institution should be able to show where provision has been made for developing the following recommended knowledge, understandings, and skills in prospective middle grade teachers.

(1) A systematic study of the psychology of emerging adolescents so that the teacher thoroughly understands the nature and needs of this age group.

*Desirable competencies to be developed under this heading should include:

(a) Identifying and dealing with student emotional problems.
(b) Handling student discipline problems.

(c) Promoting self-control and self-discipline.
(d) Recognizing the problems of adolescent growth and development.
(e) Coping with the social problems and needs of pre and early adolescents.
(f) Understanding the common psychological problems of early adolescents.
(g) Developing empathy for the middle grade student.
(h) Creating a positive self-image in middle grade students.
(i) Relating to middle school students in a manner that inspires their confidence and commands their respect.
(j) Developing a climate for success and self-improvement.
(k) Improving peer relationships and student attitudes toward adults (parents and teachers).

(2) A comprehensive study of the learner and the teaching-learning process, with special emphasis on the learning problems and styles of early adolescents.

*Desirable competencies to be developed under this heading should include:

(a) Understanding the dynamics of the middle grade classroom.
(b) Identifying the problems of motivating middle grades students.
(c) Stimulating interest in the educational program of the MS/JHS.
(d) Accommodating the wide range of individual differences in MS/JHS students.
(e) Promoting the intellectual development of middle grade students in the affective as well as the cognitive domain.
(f) Developing a positive and comfortable learning atmosphere in the classroom.
(g) Identifying and accommodating the various learning styles of Middle grade students.

(3) A thorough exposure to a wide variety of teaching methods which will enable the teacher to organize and present material in a meaningful manner as well as to relate effectively to middle grade students in the classroom. The methods taught should also enable the teacher to work effectively in several subject fields. Methods may be taught in several different methods classes or in an integrated methods course.

*Desirable competencies to be developed under this heading should include:

(a) Utilizing a wide variety of audio-visual aids and equipment.
(b) Preparing appropriate instructional materials and using available duplicating equipment.
(c) Organizing the classroom and preparing suitable teaching resource units and/or daily lesson plans.
(d) Developing performance criteria and writing behavioral objectives.
(e) Preparing valid and reliable teacher-made tests consistent with the objectives of the course(s).

(f) Developing skill in working with students in large and small groups.
(g) Understanding the various methods that can be used to promote and enhance learning.
(h) Selecting and preparing learning packages suitable for use MS/JHS students.
(i) Evaluating the total growth and development of the middle grade student.
(j) Recognizing and utilizing techniques for evaluating one's own teaching effectiveness.
(k) Utilizing a wide variety of community resources in and outside of the regular classroom (field trips and resource people).
(l) Recognizing the opportunities for true interdisciplinary teaching in the subject fields of the middle grades.
(m) Developing the skill(s) necessary to be an effective member of a teaching team.
(n) Understanding the nature of inquiry teaching, value clarification, discovery, and other innovative instructional approaches.
(o) Recognizing the value of independent study and developing individualized instructional approaches that are effective.

(4) Adequate preparation in the teaching of basic skills with special emphasis on the teaching of reading. Attention should be directed to the diagnosing of reading problems and initiating procedures which would improve reading efficiency in all areas of the curriculum.

*Desirable competencies to be developed under this heading include:

(a) Understanding of the basic communication and computational skills necessary for all students to succeed in school and life.
(b) Applying the necessary basic skills in all areas (subjects) of the MS/JHS curriculum.
(c) Developing the basic vocabulary essential to success in each subject area and insuring the students ability to communicate effectively--orally and/or in writing--at each grade level.
(d) Recognizing and/or diagnosing the various kinds of reading problems and difficulties encountered by middle grade students.
(e) Applying suitable remedial or developmental techniques to help overcome or correct reading problems that have been identified.
(f) Interpreting to students and parents the nature and intensity of problems in the basic skills so that needed assistance or reinforcement can be provided.

(5) A systematic look at the historical background and development of the junior high/middle school. Included in this study should be a thorough review and examination of the goals, functions and objectives of schools serving youngsters in the middle grades as well as a look at the various organizational arrangements employed and recent curriculum trends in all fields.

*Desirable competencies to be developed under this heading include:

(a) Understanding of the historical and evolutionary background of the MS/JHS which will enable the teacher to put the present day program in perspective.
(b) Recognizing the long standing goals and functions of the MS/JHS as well as identifying more recent changes in the purposes and objectives of school(s) serving students in grades 4 through 9.
(c) Developing a thorough understanding of the total MS/JHS curriculum and how each of the various subject areas included (in the curriculum) contributes to the overall goals of the school.
(d) Identifying the various organizational arrangements that are most frequently utilized to insure the administrative and supervisory assistance essential to a sound and defensible MS/JHS program.
(e) Creating a total school program that will provide for the general education, career education (pre-vocational), exploratory and enrichment needs of all students.
(f) Developing a recognition of the need for a well articulated program with the elementary and high school in all areas of the curriculum.
(g) Relating the curricular and extra-curricular program to the overall goals of the MS/JHS.
(h) Identifying and evaluating the many new programs that have been developed and recommended as being potentially beneficial to students in the middle grades.
(i) Understanding school administrative practices and policies that relate to curriculum, instruction, student conduct, activities, evaluation, assignment, grading, suspension and other vital aspects of the total school operation.

(6) Adequate exposure to the guidance role of the middle grade teacher and the development of constructive working realtionships between the school and home.

*Desirable competencies to be developed under this heading include:

(a) Promoting effective communication between teacher and parent (school and home).
(b) Developing essential human relations required skills in regular classrooms and for group guidance classes.
(c) Accepting guidance responsibilities that are appropriate for the classroom teacher.
(d) Recognizing situations where the guidance counselor and/or school administrator can and should be involved in dealing with the problems of students.
(e) Developing a cooperative attitude and the necessary skills to function as a member of a teaching team or of the faculty of a school within a school.
(f) Recognizing the rights of students and parents in the educational setting and communicating fairly and accurately all information essential to the welfare and progress of students.

(7) A carefully planned program of classroom observation, directed laboratory experience, and teacher assisting or internship prior to student teaching which will enable the prospective teacher to better know and understand the age group served as well as the teaching procedures employed in the middle grades (4 through 9). The nature and extent of these experiences should be closely coordinated with the student teaching assignment(s).

*The recommended competencies which have been identified and listed in the preceding sections of this teacher education program should be applied and tested in this phase of the program under the direction of a skilled classroom teacher and a highly qualified supervisor. Each teacher education institution should develop its own statement of performance criteria, behavioral objectives, or general expectations which will be applied to students who have progressed to this level.

(8) A carefully supervised student teaching experience which acquaints the prospective teacher with two different grade levels if at all feasible (4-6 and 7-9). Experience in a self-contained classroom or block-time program as well as in a completely departmentalized situation is also highly recommended. If it is not possible to provide a divided student teaching assignment the teacher should engage in a structured observation program and designated activities that will acquaint him/her with students at another grade level and/or in another organizational setting. (Intermediate and junior high).

*Competencies

Student teaching should be the time when the prospective middle grade teacher demonstrates to the satisfaction of the cooperating teacher and college supervisor that he/she does indeed possess the required skills and essential competencies to succeed at an entry level or as a beginning teacher. Should the prospective teacher fail to meet the standards or expectiations set forth by the teacher education institution he/she should be eliminated as a teacher education candidate or re-cycled through the program.

FIELDS OF SPECIALIZATION

The nature of most middle grade teaching assignments dictates that teachers serving in grades 4 through 9 should have somewhat different preparation in the various subject fields than their counter-parts who teach in the lower elementary or high school grades. The requirements in the various middle grade fields of specialization (subject areas taught) should provide slightly greater depth and more specialization than in normally prescribed in the traditional elementary teacher education program (K-6). In addition, the requirements should contain greater breadth and somewhat less concentration or specialization in one subject area than is required of high school teachers.

Middle grade teachers must satisfy the hours requirements prescribed below in at least one of the fields of specialization (subject areas) listed. However, it is strongly recommended that all prospective middle grade teachers be prepared to teach in two or more subject areas. Since courses used to meet the general education requirements may also be applied to the field(s) of specialization, it should be possible for most teachers to comply with this recommendation without difficulty or penalty. Each teacher education institution providing a preparation program for prospective middle grade teachers should assign advisors to these students who know and understand the needs and problems of staffing middle grade schools. Logical subject area combinations in the various middle grades should be identified and programs developed to satisfy these needs accordingly. Careful selection of the courses and/or subject area experiences prescribed for the middle grade field(s) of specialization program is recommended so that the content of these courses will be appropriate to the needs of middle grade students and teachers. Finally, it should be recognized that the requirements prescribed below constitute an entry level program for beginning teachers. However, all teachers should avail themselves of the opportunity to expand the breadth of their preparation as well as their depth of understanding in a specific subject area through advanced professional preparation after they have taught several years.

Middle grade art teachers must have a minimum of 18 semester hours in art. It is recommended that the program include an appropriate distribution of courses in the fundamentals of art, art history and appreciation, and in the various art media commonly taught.

Middle grade business education (typing) teachers must have a minimum of 18 semester hours in business education and appropriately related courses. The program must include an advanced typing course or its equivalent.

Middle grade business education (general) teachers must have a minimum of 24 semester hours in business education and appropriately related courses. The program should include courses in accounting or bookkeeping, economics, and advanced typing or its equivalent.

Middle grade English-Language Arts teachers must have a minimum of 30 semester hours. The program should include courses in composition, writing, and literature. It is recommended that the program include a course in speech and in the teaching of reading.

Middle grade foreign language teachers must have a minimum of 24 semester hours or the equivalent in the foreign language taught.

Middle grade physical education teachers must have a minimum of 24 semester hours in physical education and appropriately related fields. It is recommended that the program include courses from the following areas: physical education activities, health safety and first aid, science and theory of physical education, and the organization and administration of the physical education program.

Middle grade homemaking teachers must have a minimum of 24 semester hours in homemaking and appropriately related fields. It is recommended that the program include courses in foods and nutrition, clothing and textiles, personal and family relationships, and home management.

Middle grade industrial arts teachers must have a minimum of 24 semester hours in industrial arts and appropriately related fields. It is recommended that the pattern of courses include experiences in at least four of the following areas: Mechanical drawing, woods, metals, electricity, crafts, graphic arts, art or design, and mechanics.

Middle grade mathematics teachers must have a minimum of 15 semester hours in college mathematics and/or mathematics through analytic geometry.

Middle grade science teachers must have a minimum of 30 semester hours in the areas of physical, biological, and earth science. The program must include at least 6 hours in each of the above areas.

Middle grade social studies teachers must have a minimum of 30 semester hours in social sciences. The program must include courses in American History, World History, Geography and Political Science.

ELEMENTARY EDUCATION
(Graduate Level Program)

Colleges offering programs leading to a master's degree in elementary education must have a system for evaluating the potential of candidates applying for admission into graduate work. It is recommended that candidates for admission to the program show evidence of a broad background in general education and appropriate professional preparation.

Competency. Students completing work for the degree should demonstrate:

1. Understanding of the culture and society, the function of the school in society, and a clearly thought out personal philosophy of education.
2. Understanding of the learner, individual differences, and the ability to select learning activities appropriate to individuals or groups.
3. Understanding, background and balance of preparation in the various areas in which the student will be expected to teach.
4. Understanding of the school as a complex social institution.
5. Understanding educational research findings, ability to interpret research, and an opportunity to be involved in appropriate levels of independent study, action research, and/or experimentation.
6. Knowledge and commitment to the profession of education.
7. Ability to teach successfully at the level of endorsement.

PROGRAM OF STUDIES

The program of studies and the distribution of course work are as follows:

1. Approximately two-thirds of the program should be completed in the student's Area of Concentration which includes foundations of education, educational research, and elementary education.

2. The balance of the program should be selected from other areas on the graduate level which will provide a broad basis of understandings pertinent to his needs and interest.

ADVANCED COLLEGE PROGRAMS FOR PREPARATION
of
PRINCIPALS
(Masters Degree Program)

The following standards pertain to advanced college programs preparing school principals:

Standard I. The program shall have well-defined criteria for admission which shall include adequate and appropriate professional experiences and preparation at the level for which one is seeking endorsement.

Standard II. The program shall assure that a graduate should have acquired:

A. A broad range of learning experiences and an ability to conceptualize the interrelationships of the various disciplines.
B. The development of competencies in administrative and supervisory skills such as: discovering, diagnosing, goal setting, planning, budgeting, decision making, establishing priorities, organizing, delegating, communicating, evaluating, and effective school-community relations.
C. The knowledge and skills related to human relations and group dynamics.
D. The knowledge and skills related to curricular improvements.
E. An understanding of the particular rights, responsibilities, and ethics inherent in professional service.
F. A knowledge of school law.
G. The competence in research and development with specific application to school programs and administration.

Standard III. The program shall be flexible enough to allow for individualized programs of study and experience which are most appropriate for the preparation of each candidate and for the level at which the candidate is preparing to work.

Standard IV. The program shall provide for supervised practicum which aids in integrating theory and effective school practices.

Standard V. The program shall provide for increased comprehension of learning theory and competence in applying such theory to the evaluation and improvement of learning and teaching.

Standard VI. The program shall provide for increased understanding of the crucial and dynamic role of the school in our culture and the knowledge and skills needed to focus the resources of the school on recognized social concerns.

ADVANCED COLLEGE PROGRAMS FOR PREPARATION
of
SUPERINTENDENTS
(Sixth Year Program)

A program designed to prepare individuals with entry level competencies for assuming the role of a superintendent of schools should include the following:

Standard I. Development of competencies in the administration of: (a) educational programs, (b) funds and facilities, (c) personnel and (d) continuing staff development.

Standard II. Development of competencies in such administrative processes as; discovery, diagnosing, goal setting, planning, decision making, establishing priorities, organizing, delegating, communicating and evaluating.

Standard III. Provision for increased understanding of the crucial and dynamic role of the school in our culture and the knowledge and skills needed to focus the resources of the school on recognized social concerns.

Standard IV. Emphasis on selection, retention, and final evaluation procedures which will help to assure candidates who possess qualities of leadership, sensitivity and scholarship, along with intelligent human relations, skills and insights necessary for effective selection and continuing development of all school personnel.

Standard V. Inclusion of studies, experiences and activities which increase a candidate's comprehension, knowledge and competency in relation to the following:

A. the learner and the learning process
B. curriculum development
C. school organization and operation
D. supervision of professional and non-professional personnel
E. school board relationships, school law-court, professional personnel responsibilities, negotiations, school finance, and public relations
F. relevant concepts from the social and behavioral sciences
G. performance and interpretation of research and development with specific applications to school programs
H. dealing with school-community needs
I. openmindedness to the continual need for professional growth and upgrading of competencies
J. leadership in the process of policy development
K. interpersonal relationships

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CURRICULUM SPECIALISTS ENDORSEMENT

The curriculum specialist's field is structured at two levels: (1) The Curriculum Director (assistant superintendent in charge of instruction) -- a broad, comprehensive curriculum approach; and (2) The Curriculum Consultant (resource teacher, curriculum assistant, or supervisor) -- a more specific approach to helping classroom teachers. Prospective curriculum specialists must hold a valid teaching certificate. It is recommended that applicants have at least two years of teaching experience as a prerequisite for entering a program to prepare curriculum specialists.

Institutions providing programs to prepare curriculum specialists should possess, or have access to services and facilities such as curriculum laboratories, data processing, instructional materials and media centers, and other resources appropriate to curriculum specialization.

Since curriculum specialists could be employed to work on general assignments (K-12, primary grades, intermediate grades, or secondary grades) or in specific subject fields (science, arts, math, language, etc.), preparation programs should be tailored to meet these diversified interests. The preparation of curriculum specialists should provide a planned program of learning experiences designed to develop knowledge, understanding, and skill necessary to relate research, theory, and practice.

The following principles apply to these programs:

1. The program should contain theoretical study and practical experience in curriculum design and supervisory techniques.

2. The program should assure that a student has knowledge of the interrelatedness of the various functions of the school (measurement, evaluation, guidance, budgeting, school plant) and should assure a depth of knowledge in a discipline or a given area of specialization.

3. The program should include study of basic research on the newer developments in relevant cognitive and affective fields (humanities and behavioral sciences) and participation in appropriate action research.

4. The program should provide a "practicum type" experience in which students have opportunities to explore and to utilize concepts and skills developed in the program.

5. The program should provide for an "internship type" experience in field settings so that students have an opportunity actually to demonstrate instructional supervisory behaviors over a continuous or extended period.

CURRICULUM CONSULTANT ENDORSEMENT

Master's Degree or Equivalent

Foundations (15-18)

Research techniques; human relations (group process); supervisory practices; general curriculum; guidance or counseling; history and philosophy of education.

Differentiation (12-18)

Appropriate subject-matter fields; practicum to provide opportunity to utilize concepts or skills developed in the program.

Academic Disciplines and Methods (3-6)

Individually selected to supplement background at the undergraduate level.

CURRICULUM DIRECTOR ENDORSEMENT

Education Specialist Degree or Equivalent

Administration (9-12)

Computer technology; school and community relations; staffing patterns.

Supporting Fields (9-12)

Research techniques; educational psychology; curriculum theory.

Curriculum & Supervision (15-21)

Curriculum design; supervisory techniques; media and innovations; group dynamics; internship.

Planned Electives (12-15)

Adult, technical, or vocational education; subject fields; history and philosophy; special education; college teaching.

ART

Field Endorsement

The Program Should Include:

(1) Studies of the philosophy, principles, methods and curriculum of the visual and tactile arts:

(2) Studies of world art (past and present) with emphasis on the relationship of the art to the culture in which it was produced and to its influence on subsequent cultures;

(3) Experiences in a wide variety of common media, such as water color, crayon, tempera, chalk, charcoal, mixed media, paper, wire, ceramics, wood, paper mache', stencil, block, silk screen;

(4) Knowledge of correct use of tools and equipment, such as kiln, soldering iron, potter's wheel, saws;

(5) Experiences in dispensing, caring for materials and adequate housekeeping;

(6) Experiences in allied art fields, such as stage and general display;

(7) Provisions for acquiring competency in a given medium to the extent that the student may become creative in the area.

Art teachers should develop concepts of painting and drawing, modeling and carving, printing and the graphic arts, and of building and construction. Design should be a part of concept development in each of the experiences in art. Laboratory experiences should be provided and required in the following areas: drawing and painting; graphics; sculpture and three-dimensional construction, including architecture and interior design; ceramics; jewelry and metal work; and display, including lettering.

Coaching Endorsement
(Grades 7-12)
12 Hours

RATIONALE:

The coach for any junior or senior high school interscholastic athletic event not only must know the rules of the sport or game being played but must also have a well-balanced knowledge of many interrelated disciplines as well.

The responsibility which the coach assumes in the direction of young athletes and the liability which the coach and the employing school face in the conduct of such programs requires that the coaches of all school sponsored athletics have at least a minimal program in preparation for that assignment.

PROGRAM DESIGN:

The preparatory program for the candidate seeking the coaching endorsement must provide twelve semester hours of college credit distributed in such a manner that the candidate will:

1. Understand the interrelationship between physical activity and the human growth, development and maturation patterns of participants.

2. Be able to identify the psychological characteristics and needs of athletes and apply this knowledge as it relates to motor performance in today's society.

3. Have a knowledge of the physiological principles that apply to the training and conditioning of athletes with special emphasis on practical application.

4. Know the theory and technique necessary to coach a sport or sports at the interscholastic level and be able to plan, organize and administer such a program in an ethical manner.

5. Be able to act as a reasonably prudent person by possessing knowledge and competency in first aid, prevention and rehabilitation of athletic injuries.

*This is not a Subject Endorsement under Rule 21.

DRIVER EDUCATION

(1) A teaching certificate with a teaching major or endorsement, in addition to driver education.

(2) A minimum of 12 semester hours in the following areas of study:

(a) Driver Education and Traffic Safety Education I
Analysis of traffic accidents, attitude factors, essential knowledge of automobile operation, traffic rules and regulations, and a unit covering the psychology of safety. Laboratory experiences in the use of psychophysical testing equipment and the development of driving skills through behind-the-wheel instruction.

(b) Driver Education and Traffic Safety Education II
Effective principles, methods and materials for use in organizing safety programs for the public schools, including the teaching and administration of high school driver education. The student must acquire through supervised teaching experience, competencies in; developing and projecting his skills and techniques, transfering driving knowledge and skills, and inspiring satisfactory driving attitudes in students.

(c) General Safety
Principles of safety, techniques of accident prevention and human conservation in the following areas: occupational, transportation, home, farm and school. Development of materials of instruction in safety education; improvement of teacher effectiveness; the supervision of student activities; school and teacher liability; and insurance.

(d) First Aid
Theory and practice in the handling of common emergencies. The Red Cross Standard, Advanced, and First Aid Instructor Certificates may be accepted in lieu of the first-aid course requirement.

(e) Select additional preparation from the following:
1. Materials and Methods of Safety Education (Field-trips, motion pictures, and other audio-visual aids in relation to learning; selection, construction, evaluation, and use of materials; sources of materials and equipment; related administrative problems)
2. Organization and Administration of Safety Education
3. Power Mechanics
4. Traffic Engineering

(3) Hold a Nebraska driver's license.

(4) Have a minimum driver record of two years and 20,000 miles (State and local) free from repeated chargeable accidents and moving traffic violations.

EDUCATION OF HANDICAPPED CHILDREN

Teachers of handicapped children should have the skills, knowledge and understanding needed by teachers of the normal child. The subject-matter specialization in programs of preparation for teachers of the handicapped should make provision for the development of understanding of the total field of exceptionality, including: (1) the types and nature of the handicaps found among school age children and youths; (2) the elementary, middle, and secondary school programs provided for the education of handicapped children, (3) community agencies and resources available for assistance to these children and their parents, and (4) techniques of parent counseling and parent education of families of handicapped children.

The programs of training for each handicapping condition should make provision for: (1) the nature of educational needs of the individual child; (2) the educational, social and/or physiological significance of specific handicaps; (3) the translation of significant data into a variety of service responses; (4) the counseling of parents, students, and professional personnel and aides in the total delivery of services; and (5) the student teaching experience with children who are handicapped.

COMPETENCIES FOR RESOURCE AND ITINERANT PERSONNEL

In addition to one year of teaching experience, the following are minimal competencies for itinerant and resource personnel who will be working with the mildly handicapped.

Conceptual and Technical Competencies

A. Screen, Identify, and Diagnose

1. Select appropriate screening methods and conduct screening programs.

2. Select and/or design and administer formal and informal assessment tools which may include exploratory teaching strategies.

3. Analyze present learning tasks and instructional demands.

4. Synthesize information from numerous sources (parents, medicine, psychology, counseling) and integrate with own findings.

5. Summarize strengths and weaknesses so that appropriate teaching strategies can be designed.

6. Help teachers identify, select, study, and record significant academic behaviors.

7. Help teachers identify, select, study, and record significant social behaviors.

8. Participate in group diagnostic activities with a multi-disciplinary team.

B. Teach and Evaluate

1. Help teachers evaluate the effectiveness of the program on the learner.

2. Help teachers refine diagnosis and instruction.

3. Assist the classroom teacher in selecting, developing, and implementing specific instructional objectives based on diagnostic findings and the developmental sequence.

4. Request and/or coordinate additional services or resources deemed necessary for children with learning and/or emotional disorders.

5. Implement learning activities with appropriate teaching strategies.

6. Choose or design appropriate instructional strategies and materials to carry out the objectives based on analysis of learning tasks and instructional demands.

C. Communicate

1. Summarize strengths.

2. Serve as a liaison between the school and other agencies serving the child.

3. Describe and explain the characteristics of children with learning and behavioral disorders to parents, teachers, and others.

4. Develop and implement comprehensive in-service training programs for participating teachers, administrators, aides, and volunteers.

5. Carry out continuous consultation with classroom teachers and parents to interpret the problems and progress of the child in meaningful terms.

6. Communicate both orally and in writing the objectives to be carried out.

Human Competencies

Interpersonal Skills:

1. Possess an awareness of one's own attitudes, prejudices, feelings, and responses as they influence and are influenced by handicapped children and youth and to utilize this understanding positively in working with them.

COMPETENCIES FOR TEACHERS OF THE EMOTIONALLY DISTURBED

Conceptual and Technical Competencies

A. Screen, Identify, and Diagnose

1. Select, study, and record significant social behavior.

2. Select and/or design and administer formal and informal assessment tools which may include exploratory teaching strategies.

3. Assist with screening programs.

4. Participate in group diagnostic activities with a multi-disciplinary team.

   a) Determination of the child's academic level.

   b) Identification of appropriate and inappropriate classroom behavior.

5. Summarize the student's strengths and weaknesses so that appropriate teaching strategies can be designed.

B. Teach and Evaluate

1. Assess the student's emotional readiness for learning experiences and design tasks appropriate to each student's level. Specific areas shall include but not be limited to:

   a) Ability to delay gratification.

   b) Willingness to risk failure.

   c) Ability to recognize and deal with reality.

   d) Ability to use alternate coping skills.

   e) Ability and style of establishing and maintaining relationships with teachers and classmates.

2. Implement specific instructional objectives based on a diagnostic finding, developmental sequence, and analysis of learning tasks.

   a) Instructional objectives shall be periodically reviewed and systematically adjusted to meet the child's changing needs.

   b) Instructional objectives shall be immediately adjusted when necessary to meet crisis situations.

3. Utilize specific behavioral management techniques, such as:

   a) Engineered classroom

b) Individual behavior management

c) Contingency management

4. Utilize individual counseling techniques, such as:

a) Life-space interviewing

b) Behavioral counseling

C. Communicate Skills

1. Summarize in writing the student's strengths and weaknesses to a staffing team for program determination.

2. Carry out continuous consultation with other personnel involved with the student to interpret progress and facilitate re-entry into the mainstream.

3. Describe and explain the unique needs of children with emotional disorders to parents, teachers and others.

4. Relate with other professional disciplines.

a) Assume typical staff responsibilities and relationships.

b) Serve as liaison between the school and other agencies serving the student.

5. Be able to communicate both orally and in writing the objectives to be carried out.

D. Research

1. Ability to recognize and describe deviant psycho-social development.

2. Ability to interpret theory and experimental findings with the emotionally disturbed.

Human Competencies

Interpersonal Skills:

1. Possess an awareness of one's own attitudes, prejudices, feelings, and responses as they influence and are influenced by handicapped children and youth and to utilize this understanding positively in working with them.

COMPETENCIES FOR TEACHING HEARING IMPAIRED CHILDREN

Conceptual and Technical Competencies

A. Screen, Identify, and Diagnose

1. The ability to utilize educational, sociological, audiological and psychological information in educational planning and counseling for both hearing impaired children and their parents.

2. A knowledge of various procedures for testing hearing and ability to interpret test results.

3. A knowledge of assessing language skills in hearing and in hearing impaired infants and children.

B. Teach and Evaluate

1. The ability to utilize appropriate instructional procedures to effect language learning in hearing impaired children and the ability to diagnose, correct, and improve language development in these children.

2. A knowledge of curriculum and instructional procedures common to education of the hearing impaired and regular education, adaptations of the regular curriculum and instruction for the hearing impaired, and aspects of curriculum and instruction unique to education of the hearing impaired.

3. The ability to plan, implement, and evaluate learning experiences for individuals and groups, including the ability to:

   a) Identify learner entry level.

   b) Conceptualize and formulate objectives in behavioral terms.

   c) Design methods of evaluation based upon measurable objectives and utilize data collection procedures.

   d) Select, design, produce, and utilize media, materials, and resources appropriate to learner behavior and lesson objectives.

   e) Implement appropriate instructional procedures.

   f) Evaluate learner responses and revise instruction appropriately.

C. Communicate

1. An understanding of various modes of communication and combinations of modes (listed below) used in teaching hearing impaired individuals. Knowledge of methods, procedures, and materials used in teaching these modes of communication including the use of techniques and materials appropriate to individuals or groups in the development, diagnosis, correction, and improvement of communication ability.

Reading	Speech
Written Communications	Fingerspelling
Speechreading	The language of signs
Auditory training	Other modes of communication

2. A knowledge of individual and group amplification; its selection, uses and evaluation.

3. Be able to communicate both orally and in writing the objectives to be carried out.

D. Research

1. A knowledge of national, regional, state, and local education programs for the hearing impaired.

2. A knowledge of the content and nature, issues, and trends of fields and professions related to education of the hearing impaired, such as regular education, special education, audiology, and educational psychology, and the contributions of these fields to education of the hearing impaired.

3. A knowledge of the implications of hearing impairment for the psychological, sociological, vocational, and educational development of hearing impaired individuals.

4. The ability to locate and utilize resources, reference materials, and professional literature in the education of the hearing impaired and in related fields.

Human Competencies

Interpersonal Skills:

1. Possess an awareness of one's own attitudes, prejudices, feelings, and responses as they influence and are influenced by handicapped children and youth and to utilize this understanding positively in working with them.

In order to serve the mildly handicapped in this category, one would also need the competencies listed for that of an itinerant and resource teacher.

COMPETENCIES FOR TEACHERS OF THE MENTALLY HANDICAPPED OR RETARDED

Conceptual and Technical Competencies

A. Screen, Identify and Diagnose

1. Use specific observation techniques in order to record behavioral information vital to referral and eventual prescription of students.

2. Interpret and utilize results of formal and informal assessments.

3. Synthesize information from numerous sources in order to prescribe individualized programs for students.

B. Teach and Evaluate

1. Provide varied opportunities for children's active participation independent choice, experimentation, and problem solving.

2. Develop realistic, specific, and measurable objectives based upon each student's special needs for social, intellectual, emotional, physical, and vocational development.

3. Develop learning tasks in a sequential order.

4. Select and implement instructional activities appropriate to designated objectives.

5. Evaluate instructional outcomes in terms of behavior changes in students.

6. Revise objectives or activities and use alternate strategies when appropriate.

7. Utilize management techniques emphasizing positive reinforcement in a variety of learning experiences to gain a high level of student performance.

8. Develop or adapt an environment which will be conducive to the promotion of positive self-concepts.

9. Design and implement behavioral management programs to be used by parents, guardians, or parent surrogates.

C. Communication Skills

1. Record and report progress to individual students, parents and other involved personnel.

2. Be able to communicate both orally and in writing the objectives to be carried out.

Human Competencies

A. Interpersonal Skills

1. Possess an awareness of one's own attitudes, prejudices, feelings, and responses as they influence and are influenced by handicapped children and youth and to utilize this understanding positively in working with them.

COMPETENCIES FOR TEACHERS OF THE ORTHOPEDICALLY HANDICAPPED

Conceptual and Technical Competencies

A. Screen, Identify, and Diagnose

1. Have knowledge of orthopedic problems.

2. Be able to identify, select, study, and record significant problems of learning.

3. Select and administer appropriate assessment tools and interpret the results as part of the diagnostic process.

4. Be able to correctly assess the child's attitudes and the effect of those attitudes on his learning.

5. Understand the effect of disability on stamina and production.

6. Synthesize information from numerous sources (parents, medicine, psychology, counseling) and integrate with all other diagnostic data.

7. Summarize strengths and weakness so that appropriate teaching strategies can be designed.

8. Be able to understand the meaning of changed behavior.

B. Teach and Evaluate

1. Select and develop specific instructional objectives based on diagnostic findings and the developmental sequence.

2. Choose or design appropriate instructional strategies and materials to carry out the objectives based on analysis of learning tasks and instructional demands.

3. Request and/or coordinate additional services or resources when deemed necessary.

4. Ability to use appropriate equipment, media, and materials.

5. Ability to implement learning activities with appropriate teaching strategies.

6. Ability to evaluate the child's physical disability and make appropriate adjustment(s) within the school facilities.

7. Ability to understand therapy goals and conduct follow-up classroom activities.

8. Knowledge and skills necessary to handle special physical needs of each child.

9. Ability to refine diagnoses and instructions.

10. Ability to adjust teaching or clinical strategies to the child's unique pattern of development.

C. Communicate

1. Ability to gather information about a child; integrate these findings with other members of a professional team and from this develop teaching/treatment strategies.

2. Be able to communicate both orally and in writing the objectives to be carried out.

D. Research

1. Awareness of principles of habilitation and resources available.

2. Ability to interpret and apply appropriate research findings to the education and diagnoses of orthopedically handicapped children.

Human Competencies

Interpersonal Skills:

1. Possess an awareness of one's own attitudes, prejudices, feelings, and responses as they influence and are influenced by handicapped children and youth and to utilize this understanding positively in working with them.

In order to serve the mildly handicapped in this category, one would also need the competencies listed for that of an itinerant and resource teacher.

COMPETENCIES FOR TEACHERS OF THE VISUALLY HANDICAPPED

Conceptual and Technical Competencies

A. Screen, Identify and Diagnose

1. Ability to identify the various needs of all children and youth and to make referrals to proper resources when warranted.

2. Ability to use informal and formal diagnostic and prognostic skills.

B. Teach and Evaluate

1. Ability to recognize factors which prevent the child from learning and to adjust teaching or clincial strategies to the child's unique pattern of development.

2. Ability to implement appropriate organizational plans and to use a variety of classroom techniques for the effective instruction of children and youth when recommended or prescribed.

3. Ability to develop and utilize a variety of appropriate methods and materials for the instruction of handicapped children and youth which will result in the child becoming an integral part of the class.

4. Ability to evaluate and provide for the instructional, psychological, communicative, social, emotional, vocational, physical, and medical needs of handicapped children and youth.

5. Ability to provide for educational needs of the children and youth concerned, including prevocational and vocational education.

6. Ability to use appropriate strategies, methods, and techniques.

7. Ability to use effectively appropriate equipment, media, and materials.

8. Ability to design, implement, and evaluate learning programs for individuals and groups.

9. Demonstration of competency in performing specific skills such as Braille reading and writing; orientation and mobility for blind children; utilization of low vision aids; precision teaching for the multi-handicapped child; and the use of specialized and adaptive equipment.

C. Communicate

1. Ability to communicate effectively with handicapped children and youth, their parents, and their community.

2. Ability to communicate both orally and in writing the objectives to be carried out.

D. Research

1. Ability to assess research and learning theories and apply relevant aspects to educational situations.

Human Competencies

Interpersonal Skills:

1. Possess an awareness of one's own attitudes, prejudices, feelings, and responses as they influence and are influenced by handicapped children and youth and to utilize this understanding positively in working with them.

In order to serve the handicapped in this category, one would also need the competencies listed for that of an itinerant and resource teachers.

SPEECH AND LANGUAGE CLINICIANS

This is a planned 5 year program culminating in a Masters Degree.

I. Conceptual and Technical Competencies

A. Screen, Identify and Diagnose

1. Demonstrate a thorough knowledge of normal development of speech, language, and hearing, including:

a. Rules of speech-sound formation
b. Rules of grammar

(1) Syntax
(2) Morphology
(3) Semantics
(4) Psycholinguistic considerations
(5) Cultural aspects and genetics of speech and language development.

2. Demonstrate a knowledge of anatomical, physiological, and physical bases of speech, language, and hearing.

3. Demonstrate a knowledge of visual and auditory perception, coordination skills, sensory motor integration skills, conceptual skills, laterality, and hyperactivity.

4. Demonstrate a knowledge of acoustics of speech and theories of hearing.

5. Demonstrate a knowledge of hearing measurement; basic audiometric testing and audiogram interpretation.

6. Demonstrate a thorough knowledge, including classifications, causes, and manifestations of the following handicaps:

a. Language disorders
b. Stuttering, cluttering
c. Vocal disorders
d. Hearing disorders
e. Articulation disorders

7. Demonstrate ability to do competent differential diagnosis of speech and hearing problems having similar symptoms.

B. Provide Therapy and Evaluation

1. Employ different learning models.

2. Employ continuous evaluation of the child's progress and the appropriateness of the therapy method.

3. Demonstrate ability to organize and administer programs that provide direct service to those students with disorders of communication.

4. Show familiarity with and the ablity to select and conduct screening programs for speech and language.

5. Utilize current principles, procedures, techniques, and instrumentation used in evaluation of the speech, language, and hearing of children.

6. Demonstrate the ability to utilize techniques of prevention.

7. Demonstrate knowledge of the principles and remedial procedures, techniques, and instrumentation used in habilitation and rehabilitation for those with various disorders of communication.

8. Demonstrate the ability to monitor and record individual progress; evaluate the effectiveness of the therapy procedure for the individual; refine the remediation techniques; and interact with other professionals.

C. Communicate

1. Be able to evaluate, record, and relay to appropriate personnel the following: basic speech, language, and/or hearing problem(s); progression in therapy; strengths and weaknesses of each student.

2. Be able to explain speech, language, and hearing therapy in general and the school speech, language and hearing program in particular to the parents, school staff, other professional disciplines, and the community.

3. Be able to communicate both orally and in writing the objectives to be carried out.

II. Human Competencies

Interpersonal Skills:

1. Possess an awareness of one's own attitudes, prejudices, feelings, and responses as they influence and are influenced by handicapped children and youth and utilize this understanding positively in working with them.

The minimum qualifications for the Speech and Language Clinician are:

1. Thirty (30) semester graduate hours distributed among the various areas.

LANGUAGE ARTS

RATIONALE

Successful teachers of language arts in the secondary schools know their discipline, set standards of performance, and apply their knowledge competently in teaching* young people. Although some of the qualifications needed by individual teachers will vary according to the students they teach, teachers at all levels, working with all kinds of youth, need most of the same qualifications.

The following are the major categories of English language arts:

Reading

The processes by which one decodes, gives meaning to, comprehends, and uses printed information.

Language (linguistics)

The descriptive, historical, and theoretical study of the English language--its nature, structure, varieties, and history--including the sound system (phonology), grammatical system (morphology, syntax), lexical system (vocabulary), and sematics, particularly the uses and abuses of language in our society.

Composition

The linquistic, rhetorical, and stylistic concepts involved in written discourse; activities in (1) rhetorical considerations (voice, audience, purpose, organization, pattern); (2) writing strategies (language options such as registers and levels of usage); (3) syntactic variety and fluency; (4) standards of edited English; (5) transcription (legibility, spelling, punctuation, capitalization, etc.); (6) writing for a wide range of purposes, from the most utilitarian to the most creative.

Literature

Literary productions of many types--fiction and nonfiction, poetry and prose--written by American and world authors for adults and adolescents.

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*The term teach shall mean and include, but not be limited to, the following responsibilities: (a) The organization and management of the classroom or the physical area in which the learning experiences of pupils take place, (b) the assessment and diagnosis of the individual educational needs of the pupils, (c) the planning, selecting, organizaing, prescribing, and directing of the learning experiences of pupils, (d) the planning of teaching strategies and the selection of available materials and equipment to be used, and (e) the evaluation and reporting of student progress. Nebraska School Laws 79-101 (13)

Mass Media

Communication via public electronic and print media and the analysis of the impact of such media on the individual and society.

Speech

Intrapersonal and interpersonal communication, discussion, parliamentary procedure, creative uses of oral language (oral interpretation of literature, improvisation), non-print and non-verbal expression, and listening effectively for information, understanding, and pleasure.

Dramatic Arts

Subject matter and experiences concerned with a wide range of studies and activities including playwriting, acting, directing, dramatic literature, scenic design, and the supporting arts and crafts of the theater and with selected aspects of radio, television, and film.

Journalism

The study and practice of writing, editing, and publishing newspapers and periodicals.

PROGRAM DESIGN

Programs to prepare teachers of English must include (1) means to insure that prospective teachers are themselves proficient in the skills of oral and written English, and (2) sufficient experiences to allow students to develop teaching competency in the areas of language, literature, composition, speech, drama, and public media.

LANGUAGE ARTS - FIELD ENDORSEMENT

This endorsement qualifies an individual to teach and to direct curricular and extracurricular activities in composition/language, literature, speech, drama, public media, journalism and reading in grades 7-12.

The following are the minimum semester hour requirements for the field endorsement in Language Arts:

Area	Semester Hours
*Reading	3
Language (linguistics)	6
Composition	9
Literature	15
Mass Media	3
Speech	6
Dramatic Arts	6
Journalism	6
	54

*To include instruction in remedial/developmental reading and in the basic processes of reading to insure that students can efficiently translate printed symbols into speech. Course may be counted as either English or professional education hours.

The recommending institution will assure that the candidate attains the following competencies:

A. Reading

1. The ability to estimate reading levels of instructional materials and to choose reading materials appropriate for a range of student abilitites and interests.

2. The ability to identify the strengths and weaknesses of the student's reading abilities and to respond appropriately, including the ability to consult with appropriate professionals for assistance in finding remedies.

B. Language

1. The ability to describe the ways in which language affects individual perception and thought and of the ways in which language is used to manipulate people.

2. The ability to trace briefly the historical development of the English language.

3. The ability to apply one or more grammatical descriptions to the English language.

4. The ability to choose forms of usage appropriate for the audience, the subject, the purpose, and the occasion.

C. Composition

1. The ability to write clearly and effectively for a wide variety of audiences, subjects, purposes, and occasions in standard edited English.

2. The ability to use rhetoric, logic, style, language, and mechanical skills appropriate to the intended audience, subject, purpose, and occasion.

3. The ability to approach the process of writing and reasoning in stages and ways that are effective for the writer.

4. The ability to evaluate, edit, and revise one's own writing and the writing of others.

D. Speech

1. The ability to speak effectively to groups by adapting voice, movement, and style to the audience, subject, purpose, and occasion.

2. The ability to direct and coordinate curricular and extracurricular activities in speech.

3. The ability to listen for information, understanding, and enjoyment.

E. Literature

1. The ability to respond objectively and subjectively to literature.

2. The ability to describe the major movements, characteristics, and conventions of the American and world literary tradition.

3. The ability to match and extend reading interests and abilities with adolescent literature.

F. Mass Media

1. The ability to perceive the effects and techniques of mass media and advertising.

2. The ability to use techniques of mass media for persuading an audience.

G. Dramatic Arts

1. The ability to direct and produce school theater activities.

2. The ability to select, prepare, and deliver literary passages for oral presentation on the secondary level.

H. Journalism

1. The ability to direct and coordinate curricular and extracurricular activities in journalism, including newspaper and yearbook preparation and publication.

ENGLISH

(Grades 7-12)
30 Hours
Subject Endorsement

RATIONALE

The curriculum for the preparation of teachers of English should be designed so that prospective teachers understand differences and similarities between their own abilities as students of English on the one hand and the abilities of the teacher of English on the other. Generally speaking, those differences and similarities can be described with reference to knowledge and performance; and teacher education curricula in English must show and use such understanding.

PROGRAM DESIGN

Colleges and universities preparing teachers of English must take steps to offer not only necessary courses but also an explanation of the rationale and criteria expressing the college's or the university's understanding of the standards for knowledge and performance by the prospective teacher of English. Available to students, the explanation must be addressed specifically to them in language students find readable and helpful. To facilitate the achievement of the standards, students are expected to take 30 hours of courses in the areas of language, literature, writing, and nonprint media--hours which meet the following requirements.

PROGRAM REQUIREMENTS

I. Knowledge and Performance as an Individual Student of English:

A. Knowledge of Language:

Distinguish between descriptive and prescriptive grammars; distinguish between linguistic error and choice; describe ways utterances emerge from and create contextual conditions; describe language development historically; use knowledge of dialect to describe speech acts; explain ways words have meaning.

B. Knowledge of Literature:

Distinguish among social, moral, formal, psychological, and archetypal approaches to literature; distinguish among analytic, artistic, and personal responses to literature; describe rhetorical functions in literature; identify major topics in literary aesthetics.

C. Knowledge of Writing:

Distinguish between rhetorics based upon function and form; describe writing as broadly employed within and outside of academic uses of language; distinguish between intention and performance in writing; describe writing as social, artistic, and perceptual behavior.

D. Knowledge of Nonprint Media:

Distinguish among purposes and types of nonprint media; describe techniques peculiar to or most important in nonprint media; describe purposes and effects of nonprint media in society.

E. Performance in Language:

Use library sources in order to describe language in use; collect information with which to describe local or regional aspects of language use; selectively sort information about language use, selectively sort information about language in use according to purpose, kind, or standard; evaluate adequacy of language as used.

F. Performance in Literature:

Interpret literature of various genres in oral and dramatic ways; imitate all of or portions of literary works in various genres; discuss literary works.

G. Performance in Writing:

Write poetry, fiction, and essay; respond orally or in writing to works by nonprofessional writers; write for a variety of purposes, showing ability to complete numerous speech acts as required by the writing context.

H. Performance in Nonprint Media:

View and respond to films; evaluate uses of nonprint media in local and regional cultures.

The above program requirements concern language, literature, writing,

II. Knowledge and Performance as Members of English Classes:

A. Oral Language Facilitation:

Recognize uses of conversation situations in classrooms; use discussion for discovery of ideas; accept uses of silence during oral uses of language; create play in and with language.

B. Oral Language Growth:

Recognize and use differences in dialect and idiolect; use oral performance of language conversationally and more formally as ways to practice language; distinguish between edited and otherwise functional uses of language.

C. Oral Language Editing:

Employ and recognize restatements for clarity, focus, and power; improvise elaborations on earlier ideas and feelings; select terms to fit context.

D. Written Language Facilitiation:

Describe functions and features of professional and nonprofessional work; adjust evaluative standards to fit the stage and the function of writings; encourage best features of writings; encourage best features of written performances; respond to writing by peers with attitudes given to professional writing.

E. Written Language Growth:

Recognize cultural features and influences upon and within writings; articulate candid responses about what the writer has done with words; differentiate criticisms relative to particular stages in the writing process; respond to intention and content and then to form as appropriate for the writer's integrity.

F. Written Language Editing:

Recognize errors; offer solutions to the writer's lack of success meeting intentions and expectations; read with the writer's culture or cultural assumptions in mind; praise with a particular purpose in mind; return the writer to earlier stages if problems larger than editing appear.

Course Requirements-30 hours

I. Writing - 9 hours

Instructional Principle:

There must be a balance of instruction among fiction writing, poetry writing, and essay writing.

II. Language - 6 hours

Instructional Principle:

There must be a balance of instruction among social, sematic, and formal aspects of language.

III. Literature - 15 hours

Instructional Principles:

There must be a balance of instruction among modern, adolescent, and world literature.

Approximately one half of the instruction in literature must be in the study of American and British literature.

JOURNALISM
(Grades 7-12)
30 Hours
Subject Endorsement

RATIONALE:

The curriculum for the preparation of Journalism teachers should be designed so that a prospective teacher develops the skills necessary to teach the subject matter of journalism courses and to direct student efforts in co-curricular print and broadcast journalistic media.

PROGRAM DESIGN:

The recommending institution will insure that the candidate achieves the levels of skill necessary to perform in the field by offering/requiring courses that will lead to the achievement of the following competencies:

1. The ability to direct and coordinate curricular and co-curricular activities in journalism, including newspaper and yearbook preparation and publication.

2. The ability to write effectively for journalistic purposes: news reporting, feature writing, editorial writing, etc.

3. The ability to employ the reporting skills in interviewing and research.

4. The ability to apply knowledge of journalistic layout, design, typograhpy, and business management.

5. The ability to demonstrate the skills of photojournalism.

6. The ability to demonstrate basic skills of broadcast journalism.

7. The ability to perceive and use the effects and techniques of public media and advertising.

8. The ability to demonstrate a basic understanding of the law as it applies to the mass media.

9. The ability to demonstrate an understanding and appreciation of a free and responsible press.

SUGGESTED COURSE REQUIREMENTS:

Coursework for the journalism endorsement should include the following areas:

Reporting and Editing	9 hours
A balance of preparation in the following: Advertising, Broadcasting, Photography, Mass Media, and School Publications.	15 hours
Electives from the journalism area.	6 hours
TOTAL	30 hours

Approved 4-21-79

FOREIGN LANGUAGE

I. The foreign language teacher candidate should have the competencies listed below:*

   A. The ability to converse with a native in the target language with reasonable fluency, proper pronunciation, intonation, and syntax.

   B. The ability to read and comprehend with ease various types of literature in the target language.

   C. The ability to write the target language with clarity and correctness.

   D. The ability to apply in teaching an understanding of the differences in the sound system, forms and structures of the target language and English.

   E. The ability to impart the culture and the civilization (past and present) of the country or countries whose language is being taught.

   F. The ability to use effectively the techniques of foreign language instruction which are required in order to attain the present-day objectives of foreign language teaching.

*Similar competencies, in so-far as they are applicable, should be required of teachers of classical languages.

II. Form M.A. of the M.L.A. cooperative tests should be given on an individual confidential teacher-student basis either before the student takes the methods course or during the first semester of the junior year, so as to determine any weakness on the part of the teacher trainee in the area of basic skills and allow ample time to remove the deficiency before the candidate does his student teaching. The student will be considered deficient if he scores below the fiftieth percentile.

III. The universities and colleges involved in preparing teachers should take steps to assist the teacher candidate in attaining the following competencies by offering and/or requiring, in addition to other courses they may prescribe:

   1. Demonstrated proficiency in conversational ability, which might be acquired through conversation courses or equivalent study abroad, at institutes, or in language houses.

   2. Demonstrated proficiency in composition and reading.

   3. A course in the structure of the target language which would embody some contrasting linguistics where applicable and/or possible.

   4. Courses in both traditional and contemporary civilization.

ELEMENTARY SCHOOL GUIDANCE COUNSELOR
(Graduate Level Program)

The program to prepare elementary school counselors must develop the competencies listed below. The following competencies rest upon the assumption that the elementary school counselor had understandings in the behavioral sciences, and in professional ethics.

1. The ability to observe and interpret verbal and nonverbal behavior of the elmentary school child.
2. The ability to interpret standardized and nonstandardized test data.
3. The ability to demonstrate competency in individual and group counseling with elementary school-age children.
4. The ability to demonstrate competencies in consulting with persons whose relationship is relevant to the child's social, vocational, and personal development.
5. The ability to demonstrate research skills.

Judgments of competency in each area shall be made by the institution which will recommend the applicant for endorsement. A minimum of a Master's Degree including a supervised practicum or field placement shall be required to demonstrate competency.

The applicant for endorsement shall have a valid teaching or service certificate and adequate experience to acquaint him with the elementary school environment.

SECONDARY SCHOOL GUIDANCE COUNSELOR
(Graduate Level Program)

A program of preparation for a guidance counselor must include demonstarated competency in each of the following areas:

a. Principles, practices and organization of guidance programs

b. Educational measurement and research

c. Occupational information

d. Counseling

e. Behavioral science

Judgments of competency in each area shall be made by the institution which will recommend the applicant for endorsement. A minimum of a Master's Degree including a supervised practicum or field placement shall be required to demonstrate competency.

The applicant for endorsement shall have a valid teaching or service certificate and adequate experience to acquaint him with the secondary school environment.

NOTE: Applicants for an endorsement in guidance are required to be recommended for endorsement by the institution where the majority of the course work has been completed. The above program is a minimum standard. Colleges and universities may require that additional standards be met prior to recommending an individual for a guidance endorsement.

COUNSELOR EDUCATION
Sixth-Year Program
for

SCHOOL COUNSELOR and DIRECTOR OF GUIDANCE

If school guidance personnel are to meet their responsibilities, the typical programs of graduate study must be lengthened. Adequate performance of guidance and counseling functions requires a minimum of two years of graduate-level preparation. While a Sixth-Year Program increases the number of courses and hours to be completed, basically it opens or creates no new areas; it simply permits greater depth of study and skill development in areas included in the Master's or Fith-Year program.

A Sixth-Year Program is designed to provide the flexibility required to meet the varied needs of students but with particular emphasis on the following:

1. Those who desire to increase and improve their competencies as counselors, or
2. Those who desire to prepare for or increase their competencies in the administration and supervision of guidance and personnel programs.

Definition: The School Counselor

School Counselor is defined as follows: a professional educator with specialized, graduate-level preparation in counseling and related guidance services whose major concern is for the normal, developmental needs and problems of all pupils for whom he is responsible.

The principal responsibilities of the counselor are to assist students in personal-social development; in formulating vocational and career plans, and in making educational choices and decisions. Specific responsibilities of the counselor are determined by and will be consistent with the goals and objectives for the guidance program in his school.

Definition: Director of Guidance (Administrative and Supervisory Certificate)

Director of Guidance is defined as follows: a professional educator with specialized, graduate-level preparation in counseling and related guidance services whose major concern is for the normal, developmental needs and problems of all pupils for whom he is responsible, and for the maximum effectiveness and efficiency of the counselors who are responsible to him.

The principal responsibilities of the Director of Guidance are these: (1) the development and implementation of overall guidance policies; (2) organization and administration of the guidance program; (3) supervision of guidance personnel; and (4) evaluation of the effectiveness of guidance procedures.

Competency

A Sixth-Year Program for the preparation of counselors and directors of guidance is based on the assumption that the person pursuing the program has been endorsed, or qualifies for endorsement in guidance, and has understandings in general and educational psychology, human growth

and development, educational measurement and evaluation, educational statistics and research, guidance and counseling, and professional ethics. Students completing the programs should demonstrate the following abilities:

School Counselor

1. Counsel with students, teachers, supervisors, administrators and parents regarding the problems, alternatives and decisions which concern them.

2. Contribute information supporting the fiscal and personnel resources requested to accomplish the school's guidance objectives.

3. Conduct those guidance and counseling services and programs which are compatible with the school's guidance goals and objectives.

4. Translate needs of students and guidance program requirements into guidance facility space requirements.

5. Counsel with students regarding appropriate choices from among alternative curricular and instructional programs offered; relate the instructional program to the student's goals and objectives; and make recommendations for curriculum changes.

6. Identify topics for research; select research design and develop proposals; collect, analyze, and interpret data; and report results to appropriate school and community groups.

7. Utilize a variety of procedures for assessing the effectiveness of the guidance and counseling efforts in which he participates.

8. Contribute information concerning the financial requirements of the guidance program to those responsible for the preparation of the school budget.

9. Participate in all activities designed to assist teachers in their efforts to understand students; administrators in their efforts to create the best possible environment for a school guidance program; and other specialists in their efforts to compliment guidance services and meet students' needs.

10. Initiate those activities which will create a favorable image of guidance on the part of the counselors' various publics, i.e., students, teachers, administrators, supervisors, parents, and taxpayers.

Director of Guidance

1. Counsel with students, teachers supervisors, administrators and parents regarding the problems, alternatives and decisions which concern them; and supervise the guidance and counseling activities of the counseling staff.

2. Advise and consult with the school administrators, school board, legislators, government officials and special interest groups concerning the fiscal and personnel resources required for adequate guidance and counseling facilities and programs, and implement resulting policy statements.

3. Initiate, manage, supervise and/or coordinate those student personnel services which are a function of the guidance program and

which are designed to promote healthy personal, social and emotional growth and development.

4. Consult, advise, and assist local administrators and board members with regard to the overall design, location and decor of the guidance facilities. Develop criteria for guidance facilities and equipment and evaluate their adequacy. Recommend adoption of guidance programs and services which are consistent with local needs and program goals and objectives.

5. Advise, direct, and coordinate the development of guidance services with school's instructional programs.

6. Initiate, encourage, assist, supervise, and coordinate experimental demonstration and other innovative programs which focus on the evaluation and improvement of guidance services.

7. Develop and implement local procedures for the evaluation of guidance and counseling programs and staff.

8. Procure, manage, and account for federal, state, and local funds which are available to support the school's guidance effort.

9. Plan, advise, and assist in the initiation and conduct of guidance preservice and inservice education programs for the improvement of counselors, teachers, supervisors, and administrators.

10. Interpret and communicate local guidance policies and services to the staff, board, patrons, and taxpayers of the district.

COUNSELOR EDUCATION
Sixth-Year

Total 36-51 semester hours (not to include coursework completed for the MA Degree)

I. Administration Block (3-6 semester hours)
Educational Administration
Administration of Student Personnel Services

II. Educational Psychology and Measurements Block
(21-27 semester hours)
General and Educational Psychology
Human Growth and Development
Educational Testing, Measurement, and Evaluation
Educational Statistics and Research
Guidance and Counseling

III. Interdisciplinary Block (6-9 semester hours)
Sociology
Anthropology
Social Work

IV. Planned Electives Block (6-9 semester hours)
Computer Science
Educational Administration
Elementary Education
Secondary Education
History and Philosophy of Education
Special Education
Student Personnel Services

HEALTH AND PHYSICAL EDUCATION
(Grades K-12)

Field Endorsement

Rationale

The curriculum for the preparation of health and physical education teachers should be designed so that prospective teachers develop the skills, attitudes, and competencies necessary to become facilitators of learning. Educators of the areas of health and physical education must have a knowledge of both disciplines, health and physical education, and be able to display their knowledge in the instruction of young people. The qualifications for individual teachers will vary according to the students, the level of instruction, and the emphasis on either health or physical education, but all will need some similar qualifications.

A field endorsement in health and physical education qualifies an individual to teach and direct curricular and co-curricular activities in both health and physical education at the elementary and secondary level.

Program Design

The field endorsement in health and physical education requires a total of fifty-one (51) hours of preparation in both fields of health and physical education. A minimum of twenty-four (24) hours is required in each field (health and physical education). In addition, the coursework in physical education must include a minimum of nine (9) hours in physical education for the elementary school. The coursework in Health Education must include a minimum of six (6) hours in health education at the elementary school level.

The recommending institution will assure that the candidate for the Health Education and Physical Education Field Endorsement attains the following competencies.

I. Physical Education Competencies

A. Scientific Foundations

1. The ability to identify and explain the structure and function of the Skeletal, Muscular, Circulatory, Respiratory, and Digestive Systems for the purpose of applying physiological principles to the development and maintenance of physiological fitness.

2. The ability to describe and apply selected mechanical and anatomical principles involved in the execution of basic movement patterns and sports skills.

3. The ability to analyze specific movement patterns from both an anatomical and a mechanical point of view.

4. The ability to identify and evaluate the components of physiological fitness and to apply appropriate physiological principles to the development of physical fitness.

5. The ability to distinguish and apply to appropriate situations established principles of motor learning.

B. Motor Development

1. The ability to analyze, demonstrate and evaluate basic motor patterns in their developmental sequence.

2. The ability to identify specific variables which influence motor development and explain the positive and negative effects which these factors have on motor development and the learning of motor activities.

3. The ability to identify changes in sensory and perceptual processes which are directly observable in motor behaviors and which directly affect the performance of motor skills and abilities.

C. Adapted Physical Education

1. The ability to recognize and evaluate deviations in normal motor development and suggest types of referrals that may be needed.

2. The ability to evaluate and plan development activities for improving physiological fitness.

3. The ability to plan and implement developmental physical education programs for different handicapped populations.

4. The ability to meet the needs of handicapped children in a "least restrictive environment".

5. The ability to work with other professionals to assure that maximum opportunities are available in physical education to help handicapped children reach their potential.

II. Health Education Competencies

A. A knowledge and understanding of the aims and objectives of a comprehensive school health education program.

B. An understanding of basic background studies in the behavioral, social and natural sciences that are significant to the discipline of health education.

C. An understanding and ability to organize, plan, administer, and evaluate a comprehensive school health program.

D. An understanding and the ability to demonstrate a variety of teaching models, styles and techniques applicable to teaching-learning in health education.

E. An in-depth understanding of:

1. The foundations and philosophies of health education
2. Emergency care
3. Substance abuse
4. Human growth development and family living
5. Emotional, mental health and health behavior
6. Community health
7. Accident and safety education
8. Ecology and environmental health
9. Nutrition, dental health, and weight control
10. Communicable and non-communicable diseases
11. Methods, materials and techniques in teaching health
12. Consumer health

F. Understanding of the elementary school curriculum.

G. Recognize, identify and understand the health needs and interests of elementary school students.

H. Understanding of the elementary school health curriculum and the methods, styles and techniques.

HEALTH
(Grades 7-12)
Subject Endorsement

Minimum requirments for a subject endorsement in 7-12 Health Education are twenty-seven (27) semester hours of preparation in Health Education so designed that prospective teachers develop an understanding of a comprehensive school health program. In addition, the candidate should develop the necessary skills, knowledge, attitudes and competencies to become a facilitator of teaching-learning in this discipline.

The recommending institution will assure that the candidate attains the following competencies:

1. A knowledge and understanding of the aims and objectives of a comprehensive school health education program.

2. An understanding of basic background studies in the behavioral, social and natural sciences that are significant to the discipline of health education.

3. An understanding and ability to organize, plan, administer, and evaluate a comprehensive school health program.

4. An understanding and ability to demonstrate a variety of teaching models, styles and techniques applicable to teaching-learning in health education.

5. An in-depth understanding of the following:

    a. The foundations and philosophies of health education
    b. Emergency care
    c. Substance abuse
    d. Human growth and development and family living
    e. Emotional, mental health and health behavior
    f. Community health
    g. Accident and safety education
    h. Ecology and environmental health
    i. Nutrition, dental health, and weight control
    j. Communicable and non-communicable diseases
    k. Methods, materials and techniques in teaching health
    l. Consumer health

Approved 4-21-78

EDUCATIONAL MEDIA

RATIONALE

The requirements for the preparation of educational media specialists reflects the ever-expanding and changing role of the certificated teacher who accepts a position as a media specialist. The concept of (1) an integrated program of media services and user guidance, (2) the selection of all types of media materials and equipment, (3) the organization of media for easy accessibility, and (4) the maximum utilization of all types of media is supporting evidence and provides a rationale for the need of competent and professional media personnel.

PROGRAM DESIGN

Teacher training institutions should offer academic and professional preparation that will insure the mastery of the following major competencies: (1) relation of media to instructional systems, (2) administration and supervision of media programs, (3) selection of media, (4) utilization of media, (5) production of media, and (6) effective teaching:

STANDARD I - Relating media to instructional systems is the ability to apply the principles of learning and learning theory by assisting individuals or groups in the pursuit of curricular objectives. The candidate will demonstrate these abilities; (1) participate, as a member of an educational team, in the design and continual development of the curriculum, (2) determine goals for the media program in relationship to the curricular program of the school and the district, (3) plan learning activities and opportunities that will enable students to assume an increasing amount of responsibility for planning, undertaking, and assessing their own learning, (4) analyze learner characteristics, such as various abilities, interests, needs and learning styles, (5) apply the principles of research and evaluation to the development and advancement of the media program, (6) recommend alternative learning environments, and (7) participate in the evaluation and appropriate modification of teaching/learning designs.

STANDARD II - Administration is the ability to develop and implement media programs which facilitate the achievement of the educational goals, including the process of management of media and human resources. The candidate will demonstrate these abilities: (1) assess the current status of the media program in terms of district, state, regional, and national guidelines and to establish short and long-range plans, (2) apply the principles of management to the administration of the media program, (3) initiate, develop, and implement policies and procedures for the operation of the media center, (4) establish procedures for effective and efficient acquisition, processing, cataloging, distribution, and maintenance of materials and equipment, (5) invite and accept suggestions from students and faculty about the services the program provides, (6) maintain an effective communications program with students, teachers, administrative staff, parents, and the public concerning the vital contribution the media program makes to learning, (7)

utilize the contributions and abilities of each media center staff member and provide for staff development, (8) prepare, justify, and administer the media program budget, (9) design, develop, and write proposals for the acquisition of local, state, and federal funds to support and extend media programs, (10) participate in the planning, arrangements, utilization and development of media facilities which will support the objectives of the media program and instructional program, (11) prepare appropriate significant statistical records and written reports of the media program, (12) implement policies and procedures for the purpose of maintaining control systems for media, equipment, and facilities, (13) identify and interpret legislation which affects the media program, (14) apply principles of school law to the administration of the media program, (15) establish job specifications and apply principles of personnel management.

STANDARD III - Selection of media is the ability to apply basic principles of evaluating and selecting media to strengthen the instructional program. The candidate will demonstrate these abilities: (1) develop and implement criteria for evaluating and selecting a variety of materials and equipment, (2) build a collection of bibliographic aids and tools and other sources to provide current reviews and information about materials and equipment, (3) establish and administer processes and procedures for preview, evaluation, selection, and acquisition of materials and equipment, (4) provide teaching and learning resources to implement teacher and student objectives, (5) develop selection policies which meet curricular needs and conform to the appropriate legal requirements.

STANDARD IV - Utilization of media is the ability to assist faculty and students in the use of media which enhances the learning process. The candidate will demonstrate these abilities: (1) teach students and teachers the skills necessary in the retrieval and utilization of materials and equipment, (2) assist teachers and students in identifying, obtaining, and adapting media to meet special needs, (3) recommend the application of appropriate media, (4) provide guidance in reading, listening, and viewing experiences for students and teachers.

STANDARD V - Production of media is the ability to plan, design, and produce materials to supplement those available through other channels. The candidate will demonstrate these abilities: (1) operate production equipment, (2) evaluate and select production equipment and supplies, (3) produce media for specified learning objectives, (4) establish and apply criteria for producing media locally as opposed to purchasing commercial media, (5) design production facilities and establish routines for the operation of those facilities, (6) instruct and supervise media creations and productions.

STANDARD VI - Effective teaching is the ability to apply basic educational methodology and techniques in classroom management including small and individual instruction. This competency may be developed through student teaching experience in a specific academic area or elementary classroom.

MATHEMATICS
Field Endorsement

RATIONALE

Colleges of education, professional mathematics education organizations, accrediting agencies of teacher certification, and the mathematics community must cooperate to produce mathematics teachers knowledgeable in mathematics, aware of, oriented to, and practiced in a multitude of teaching styles and materials and philosophically prepared to make decisions about the best means to facilitate the contemporary, comprehensive mathematics education of their students. Further, the above bodies must continually facilitate the maintenance of teachers' awareness of an input to current programs and issues.

PROGRAM DESIGN

A. Colleges and universities involved in the preparation of secondary mathematics teachers should assist the teaching candidates by developing programs which place emphasis in the following areas:

Standard I. The program shall consider the sequential nature of mathematics and shall provide the prospective teacher an understanding of some of the aspects of mathematics which pupils will meet in subsequent courses.

Standard II. The program shall include studies and experiences which are relevant to the school mathematics curriculum.

Standard III. The program shall provide for the development of teacher judgmental abilities to make intelligent decisions about curricular issues in the fact of growing outside pressure for fads and uninformed policy.

Standard IV. The program shall provide opportunities to apply mathematics to the solution of "real world" problems.

Standard V. The program shall develop an understanding of the historical relationship of mathematics and culture.

Standard VI. The program shall develop the ability to select, adapt, evaluate, and use strategies and materials for teaching mathematics to students of varying abilities.

Standard VII. The program shall include experiences with computers and their applications.

Standard VIII. The program shall provide opportunities for the development of process abilities (i.e. logical reasoning and problem solving), and methods of developing these abilities in students.

B. Prospective teachers of mathematics must have a knowledge of college algebra, trigonometry, analytic geometry, calculus, abstract algebra, college geometry, computer concepts, statistics, probability.

Additional study might be pursued in the following areas: computer science, statistics, probability, theory of numbers, topology, history of mathematics, numerical analysis, differential equations, theory of equations, mathematical logic, geometry, "Modern algebra".

MUSIC
Field Endorsement

Basic music includes subjects such as the following, sometimes taught separately and sometimes as combination courses which include several subjects: Music reading, ear training and dictation (melodic, harmonic and rhythmic) keyboard harmony, harmony (part writing), form and analysis, instrumental and/or vocal arranging, counterpoint and composition.

The objective of these courses should be to develop sound musicianship, with constant emphasis on the usefulness of this material in the classroom teaching situation. The use of various media of performance in addition to the piano is encouraged as being beneficial in achieving this objective.

Musical performance including the following subject areas is recommended:

(1) Conducting - The student is to be trained to read and conduct from both choral and instrumental scores of suitable school music materials;

(2) Ensemble - All music education students should participate regularly in both large and small ensembles;

(3) Functional Piano Facility - All music education majors should be expected to demonstrate piano facility as follows:

(a) Ability to sightread songs of the type found in a songbook:

(b) Ability to harmonize at sight, improvising a simple piano accompaniment for songs requiring the use of I, IV, V chords and some simple modulations; also transposing the songs and harmonizations to other keys;

(c) Ability to sightread fairly fluently simple accompaniments, vocal or instrumental, and simple piano compositions of the type used for school rhythmic activities;

(4) Major Performance Area - Every music education student should have one performance area in which he excels. The college should state the requirement in terms of musical and technical standards rather than credits or years of study;

(5) Minor Performance Area - Every music education student, in addition to his major performance area, should have the equivalent of the following as a minimum requirement:

(a) One year of voice study:

(b) One term or semester of a stringed instrument and/or a teaching and basic performance ability on all stringed instruments;

(c) One term or semester of a woodwind instrument and/or a teaching and basic performance ability on all woodwind instruments:

(d) One term or semester of a brass instrument and/or a teaching and basic performance ability on all brass instruments;

(e) One term or semester of percussion, emphasizing the fundamentals of the snare drum and/or a teaching and basic performance ability on all percussion instruments.

Music history and literature should be designed to provide acquaintance with much music within its historical framework; knowledge of the major periods of music history in terms of composers, philosophies, styles and media; and the perceptive and analytical skills basic to high standards of artistic taste and judgment.

INSTRUMENTAL MUSIC
(Grades K-12)
Subject Endorsement

I. Basic music includes subjects such as the following sometimes taught separately and sometimes as combination courses which include several subjects: Music reading, ear training and dictation (melodic, harmonic and rhythmic), keyboard harmony, harmony (part writing), form and analysis, instrumental and/or vocal arranging, counterpoint and composition.

The objective of these courses should be to develop sound musicianship, with constant emphasis on the usefulness of this material in the instrumental music teaching situation. The use of various media or performance in addition to the piano is encouraged as being beneficial in achieving this objective.

II. Musical performance including the following subject areas is recommended:

(1) Conducting - The student is to be trained to read and conduct from music scores of suitable school music materials with emphasis on problems of instrumental music;

(2) Ensemble - All music education students should participate regularly in both large and small ensembles;

(3) Functional Piano Facility - All music education majors should be expected to demonstrate piano facility as follows:

(a) Ability to sightread songs of the type found in a songbook;

(b) Ability to harmonize at sight, improvising a simple piano accompaniment for songs requiring the use of I, IV, and V chords and some simple modulations; also transposing the songs and harmonizations to other keys;

(c) Ability to sightread fairly fluently simple accompaniments, vocal or instrumental, and simple piano compositions of the type used for school rhythmic activities.

(4) Major Performance Area - Every music education student should have one performance area in which he excels. The college should state the requirement in terms of musical and technical standards rather than credits or years of study;

(5) Minor Performance Area - Every music education student, in the instrumental emphasis curriculum should, in addition to his major performance area, have the equivalent of the following as minimum requirement:

(a) At least one term or semester of a stringed instrument and/or a teaching and basic performance ability on all stringed instruments;

(b) At least one term or semester of a woodwind instrument and/or a teaching and basic performance ability on all brass instruments;

(c) At least one term or semester of a brass instrument and/or a teaching and basic performance ability on all brass instruments;

(d) At least one term or semester of percussion, emphasizing the fundamentals of the snare drum and/or a teaching and basic performance ability on all percussion instruments.

III. Music history and literature should be designed to provide acquaintance with much music within its historical framework; knowledge of the major periods of music history in terms of composers, philosophies, styles and media; and the perceptive and analytical skills basic to high standards of artistic taste and judgment.

VOCAL MUSIC
(Grades K-12)
Subject Endorsement

I. Basic music includes subjects such as the following sometimes taught separately and sometimes as combination courses which include several subjects: Music reading, ear training and dictation (melodic, harmonic and rhythmic), keyboard harmony, harmony (part writing), form and analysis, instrumental and/or vocal arranging, counterpoint and composition.

The objective of these courses should be to develop sound musicianship, with constant emphasis on the usefulness of this material in classroom teaching or vocal and choral music. The use of various media of performance in addition to the piano is encouraged as being beneficial in achieving this objective.

II. Musical performance including the following subject areas is recommended:

(1) Conducting - The student is to be trained to read and conduct from music scores of suitable school music materials with emphasis on choral performance problems;

(2) Ensemble - All music education student should participate regularly in both large and small ensembles;

(3) Functional Piano Facility - All music education majors should be expected to demonstrate piano facility as follows:

(a) Ability to sightread songs of the type found in a songbook;

(b) Ability to harmonize at sight, improvising a simple piano accompaniment for songs requiring the use of I, IV, V chords and some simple modulations; also transposing the songs and harmonizations to other keys;

(c) Ability to sightread fairly fluently simple accompaniments, vocal or instrumental, and simple piano compositions of the type used for school rhythmic activities.

(4) Major Performance Area - Every music education student should have one performance area in which he excels. The college should state the requirement in terms of musical and technical standards rather than credits or years of study; for the vocal music emphasis it is normally expected that the major performance area will be in voice or a keyboard instrument.

(5) Minor Performance Area - Music education students in the vocal emphasis curriculum should, in addition to his major performance area, have the equivalent of the following as a minimum requirement:

(a) If voice is the major performance area, the student should have a secondary emphasis in the keyboard area in addition to demonstrating functional keyboard ability;

(b) If the major performance area is a keyboard instrument, the student should have a secondary emphasis in voice instruction;

(c) It is suggested that the student be encouraged to study two years or more in his secondary performance area.

III. Music history and literature courses should be designed to provide acquaintance with much music within its historical framework; knowledge of the major periods of music history in terms of composers, philosophies, styles and media; and the perceptive and analytical skills basic to high standards of artistic taste and judgment.

PHYSICAL EDUCATION ENDORSEMENT
(Grades K-6)
Subject endorsement

Minimum requirements for a subject endorsement in K-6 Physical Education are twenty-seven (27) semester hours of preparation in Physical Education which shall include a minimum of twelve hours of coursework specifically related to the development and implementation of elementary school physical education programs, with additional coursework in the study of motor development and adapted physical education.

A combination of K-6 and 7-12 Physical Education Endorsements shall not be less than 39 hours.

The recommending institution will assure that the candidate attains the following competencies:

A. Scientific Foundations

1. The ability to identify and explain the structure and function of the skeletal, muscular, circulatory, respiratory, and digestive systems for the purpose of applying physiological principles to the development and maintenance of physiological fitness.

2. The ability to describe and apply selected mechanical and anatomical principles involved in the execution of basic movement patterns and sports skills.

3. The ability to analyze specific movement patterns from both an anatomical and a mechanical point of view.

4. The ability to identify and evaluate the components of physiological fitness and to apply appropriate physiological principles to the development of physical fitness.

5. The ability to distinguish and apply to appropriate situations established principles of motor learning.

B. Motor Development

1. The ability to analyze, demonstrate and evaluate basic motor patterns in their developmental sequence.

2. The ability to identify specific variables which influence motor development and explain the positive and negative effects which these factors have on motor development and the learning of motor activities.

3. The ability to identify changes in sensory and perceptual processes which are directly observable in motor behaviors and which directly affect the performance of motor skills and abilities.

4. The ability to recognize developmental aspects of physical fitness development and maintenance in children.

5. The ability to analyze factors affecting social-emotional development in children and plan programs fostering positive social-emotional development.

C. Adapted Physical Education

1. The ability to recognize and evaluate deviations in normal motor development and suggest types of referrals that may be needed.

2. The ability to evaluate and plan development activities for improving physiological fitness.

3. The ability to plan and implement developmental physical education programs for different handicapped populations.

4. The ability to meet the needs of handicapped children in a "least restrictive environment".

5. The ability to work with other professionals to assure that maximum opportunities are available in physical education to help handicapped children reach their potential.

PHYSICAL EDUCATION ENDORSEMENT
(Grades 7-12)
Subject endorsement

Minimum requirements for a subject endorsement in 7-12 Physical Education are twenty-seven (27) semester hours of preparation in physical education which shall include a minimum of six semester hours in scientific foundations (e.g. kinesiology, physiology of exercise), specific coursework includes physical education activity courses, curriculum development and administration, and adapted physical education.

A combination of K-6 and 7-12 Physical Education Endorsements shall not be less than thirty-nine (39) semester hours.

The recommending institution will assure that the candidate attains the following competencies:

A. Scientific Foundations

1. The ability to identify and explain the structure and function of the skeletal, muscular, circulatory, respiratory, and digestive systems for the purpose of applying physiological principles to the development and maintenance of physiological fitness.

2. The ability to describe and apply selected mechanical and anatomical principles involved in the execution of basic movement patterns and sports skills.

3. The ability to analyze specific movement patterns from both an anatomical and a mechanical point of view.

4. The ability to identify and evaluate the components of physiological fitness and to apply appropriate physiological principles to the development of physical fitness.

5. The ability to distinguish and apply to appropriate situations established principles of motor learning.

B. Adapted Physical Education

1. The ability to recognize and evaluate deviations in normal motor development and suggest types of referrals that may be needed.

2. The ability to evaluate and plan development activities for improving physiological fitness.

3. The ability to plan and implement developmental physical education programs for different handicapped populations.

4. The ability to meet the needs of handicapped children in a "least restrictive environment."

B. Adapted Physical Education (continued)

5. The ability to work with other professionals to assure that maximum opportunities are available in physical education to help handicapped students reach their potential.

C. Physical Education Activities

1. The ability to effectively teach each of the following:

a. Aquatic activities
b. Individual sports
c. Teach sports
d. Gymnastics

SCIENCE ENDORSEMENTS

RATIONALE

Programs for the preparation of secondary school Natural Science teachers should include provision for certain fundamental areas of study as outlined in Guidelines and Standards for the Education of Secondary School Teachers of Science and Mathematics produced by NASDTEC-AAAS.

The curriculum for the comprehensive science endorsement should be designed to assure knowledge of the basic principles of biology, chemistry, physics, and earth and space science, while providing opportunity for depth of preparation in one of these areas. The majority of the scientific issues facing educators in this field today cross the lines between the subjects, and prospective teachers therefore need exploration and understanding in each of the content areas. Each student should be given specific experiences to acquaint him with nationally recognized programs in secondary school science. The student should have an awareness of issues and be conversant with issues affecting science education today. Courses should be included which give emphasis to inquiry and investigation in science.

The following are the major categories of natural science:

Biology

The environments, interrelationships, processes, classification, evolution and structure and function of living organisms - plants, protists, and animals.

Chemistry

The study of the composition, structure, and properties of matter, and of changes in matter, including the accompanying energy phenomena.

Physics

The study of the branch of science that is concerned with matter and energy, including the study of phenomena associated with mechanics, heat, wave motion, sound, electricity and magnetism, light, and atomic and nuclear structure.

Earth Science

Facts, concepts, and principles of geology, astronomy, meteorology oceanography, and space exploration which are interrelated in the study of the nature environment of both earth and space.

Physical Science

The organization of subject matter that usually includes the study of major topics, concepts, processes, and interrelationships of chemistry and physics. Considerations may sometimes be given to topics which are included under earth-space sciences, such as geology and astronomy.

Competencies for Teaching Science

Teachers of disciplines within the area of science must demonstrate proficiency in two basic kinds of competencies: (a) generic skills and (b) content knowledge and understandings specific to the various subjects in science.

The recommending institution will assure that all candidates for endorsements in any of the science fields or subjects have the following 15 generic competencies:

1. Understanding of the investigative nature and the fundamental theories, laws, and concepts of science.

2. Knowledge of the interrelationships and commonalities of content that exist among the various disciplines of science and the relationships of science to other areas of study.

3. Understanding of and commitment to scientific inquiry and concept formation.

4. Ability to explore with students the relationships between science, technology and society.

5. Knowledge of the historical, social, political, philosophical and economic aspects of science and their implications for current human affairs.

6. Awareness and appreciation of the physical and living world and some insight into the fundamental dynamics of the universe and living organisms.

7. Familiarity with the simple techniques of measurement of observations (including the primary world-accepted standards of measurement and their relationship to the commonly used units) and a knowledge of ordinary measurement instruments.

8. Understanding of quantitative data and the ability to analyze their degree of accuracy.

9. Knowledge of mathematics in the depth required in the application of the fundamental laws of science.

10. Ability to use sophisticated quantitative techniques in investigations of scientific problems in the field of specialization.

11. Ability to carry out and to guide students in fairly sophisticated inquiry processes within the field(s) of specialization.

12. Ability to analyze experiments critically and, when appropriate, relate the results of experiments to the social and human problems of the day.

13. Understanding of the development and use of recent curricula in a teaching setting.

14. Understanding of instructional methodology compatible with the conceptual and investigative nature of science, and an ability to use teaching strategies which complement the nature of scientific knowledge, including the means by which such knowledge is attained.

15. Ability to use a variety of instructional media and materials to facilitate the learning of specific topics, and a familiarity with appropriate instructional resources and how to use them effectively.

NATURAL SCIENCE - FIELD ENDORSEMENT - GRADES 7-12

The following are the minimum semester hour requirements for the field endorsement in Natural Science.

Area	Semester Hours
Biology	15
Chemistry	15
Physics	15
Earth Science	6
	51

Additional semester hours are required in one of the four subjects, so that the candidate has completed 20 total semester hours in that subject.

"The Natural Science field endorsement qualifies the candidate to teach general science, physical science, Chemistry, Physics, Biology, and Earth Science, grades 7-12."

In preparing teacher candidates for the Natural Science endorsement the recommending institution will assure that candidates gain content knowledge and understanding in the following areas:

A. Biological Sciences: Physiology, both cellular and general morphology, behavior, genetics, growth and development, evolution, systematics, and ecology, and emphasis on the use of actual living organisms through laboratory and field experiences.

B. Chemistry: Organic chemistry, analytical chemistry, inorganic chemistry.

C. Physics: Physical mechanics, heat, light, electricity and magnetism, electronics, sound, atomic and nuclear physics.

D. Earth Science: Geology, meteorology, astronomy.

SUBJECT ENDORSEMENTS

BIOLOGY ENDORSEMENT - GRADES 7-12

Minimum requirements for a subject endorsement in Biology are completion of 24 semester hours of Biological Sciences.

In addition to the generic competencies identified above the recommending institution will assure that candidates gain knowledge and understanding in the following areas:

1. Major Biological themes:

   A. Change of Living Things Through Time
   B. Diversity of Type and Unity of Matter in Living Organisms
   C. The Genetic Continuity of Life
   D. The Complementarity of Organism and Environment
   E. The Biological Roots of Behavior
   F. The Complementarity of Structure and Function
   G. Regulation and Homeostasis
   H. The History of Biological Concepts

2. Historical classification schemes of plants and animals.

3. Emphasis on the use of actual living organisms through laboratory and field experiences.

CHEMISTRY ENDORSEMENT - GRADES 7-12

Minimum requirements for a subject endorsement in Chemistry are completion of 24 semester hours of Chemistry.

In addition to the generic competencies identified above the recommending institution will assure that candidates gain knowledge and understanding in the following areas:

1. Inorganic chemistry topics to include:

   Composition and structure of matter, atomic and molecular theory, states and transitions of matter, stoichiometry, nature of solutions, periodic tables and relationships among the elements, rates and equilibrium, ionic equilibrium and properties of electrolytes, oxidation, reduction and electro-chemistry, energy relationships, nuclear and radio-chemistry, and a study of the inorganic chemistry of important elements.

2. Organic chemistry topics to include:

   Important types of organic reactions interpreted in terms of bonding orbitals, kinetics, thermodynamics and spacial relationships; application of these principles to some processes and compounds of particular interest because of their theoretical, industrial, or biochemical importance, and some work in analytical and physical chemistry.

3. Analytical chemistry topics to include:

Qualitative analysis, quantitative analysis.

PHYSICS ENDORSEMENT - GRADES 7-12

Minimum requirements for a subject endorsement in Physics are completion of 24 semester hours of Physics.

In addition to the generic competencies identified above the recommending institution will assure that candidates gain knowledge and understanding in the following areas:

1. Newton's laws of motion
2. Conservation of mass, energy, momentum and charge
3. Waves and fields
4. Molecular structure of matter
5. Structure of the atom
6. Physical mechanics
7. Heat and thermodynamics
8. Optics
9. Magnetism and electricity
10. Electronics
11. Atomic and nuclear physics

EARTH SCIENCE ENDORSEMENT - GRADES 7-12

Minimum requirements for subject endorsement in Earth Science are completion of 24 semester hours of Earth Science.

In addition to the generic competencies identified above the recommending institution will assure that candidates gain knowledge and understanding in the following areas:

1. Meteorology
2. Astronomy
3. Oceanography
4. Paleontology
5. Minerology
6. Structural geology
7. Economic geology
8. Petrology
9. Geomorphology

PHYSICAL SCIENCE - FIELD ENDORSEMENT - GRADES 7-12

The following are the minimum semester hour requirements for the field endorsement:

Area	Semester Hours
Chemistry	18
Physics	18
Earth Science	9
	45

The Physical Science field endorsement qualifies the candidate to teach all secondary level Physical Science courses in Chemistry, Physics, and Earth Science, grades 7-12.

In addition to the generic competencies identified above, the recommending institution will assure that candidates gain knowledge and understanding in the following areas:

A. Chemistry: Organic chemistry, analytical chemistry, inorganic chemistry.

B. Physics: Physical mechanics, heat, light, electricity and magnetism, electronics, sound, atomic and nuclear physics.

C. Earth Science: Geology, meteorology, astronomy and oceanography.

READING
(Grades 7-12)
24 Hours
Subject Endorsement

RATIONALE:

The curriculum preparation for a secondary Reading endorsement should be designed to prepare Reading teachers who will be able to teach individuals the basic skills of reading to meet their own needs and pleasures and to fulfill their roles in society to the highest degree possible.

STANDARD I The program shall provide competencies in learning theories and knowledge of the adolescent.

STANDARD II The program shall develop knowledge of reading theories, whereby the candidate shall:

1. Demonstrate an understanding of the entire scope and sequence of skills taught in a typical reading instructional program.

2. Be able to apply various learning theories to the teaching of reading.

3. Know generalizations and recognition techniques for word analysis to include letter-sound relationships (phonemegrapheme patterns), structural components, (common morphemes), and irregular spelling patterns (orthography).

4. Demonstrate a knowledge of various methods of motivating students to read extensively.

5. Demonstrate ability to relate goals and/or directions to students in verbal or written form.

6. Demonstrate ability to use various methods for providing positive reinforcement and feedback to students.

7. Demonstrate ability to match classroom environment and tone to developmental needs of adolescents.

8. Be able to apply a problem-solving model to resolve needs related to student achievement.

9. Recognize the importance of time-on-task and plan appropriate instructional activities to maintain intensity of instruction.

10. Recognize the importance of consistency in the instructional procedure as a key to student achievement.

11. Recognize that long term achievement may be dependent upon the teacher's use of a plan which includes sequential learning objectives to be approached and mastered in the instructional process.

STANDARD III The program shall develop knowledge of developmental secondary reading, whereby the candidate shall:

1. Demonstrate knowledge of the comprehension process and various comprehension taxonomies appropriate to teaching students to comprehend the materials in the content areas.

2. Prescribe and implement many different teaching strategies which may be successfully undertaken with students at all reading levels in the areas of vocabulary, word attack, and comprehension.

3. Be able to analyze any piece of material to estimate readability level.

4. Be able to identify the learning objectives of materials in reading or content areas.

5. Be able to plan independent reading activities as well as guided reading lessons.

6. Be able to identify basic vocabulary needed by a student and plan instruction to insure vocabulary development.

7. Demonstrate ability to coordinate reading instruction with content area reading requirements.

8. Be able to identify and plan instruction for important reference and study skills.

9. Be able to identify and teach the specialized vocabulary that students encounter in specific secondary curriculum areas.

10. Demonstrate the ability to teach the student the uses of flexible reading rates.

11. Demonstrate a knowledge of various student grouping patterns and be able to select the appropriate grouping patterns for delivery of instruction.

12. Be able to create in the student an awareness of societal uses of reading.

STANDARD IV The program shall provide knowledge of secondary diagnostic and remedial techniques and materials, whereby the candidate shall:

1. Demonstrate the ability to use standardized diagnostic tools and design and use informal diagnostic tools to identify student deficit areas.

2. Demonstrate ability to use diagnostic information to plan appropriate objective-based instruction and teach for mastery of objectives.

STANDARD V The program shall provide knowledge of adolescent literature and its origins, whereby the candidate shall:

1. Be familiar with adolescent literature and its sources and be able to relate that literature to specific needs and interests.

2. Demonstrate ability to analyze reading materials for overt ethnic, religious, racial, or sexual bias and take appropriate steps to indicate such bias.

STANDARD VI The program shall provide knowledge of history and development of language and its origins (including dialectical variations), whereby the candidate shall:

1. Recognize the effect of language, including syntax, sematics, etc., on achievement in reading.

2. Recognize the importance of language studies as outlined by such psycholinguists as Yetta Goodman and F. Smith on reading.

STANDARD VII The program shall provide opportunities for a wide base of practical experiences which would allow for the application of the aforementioned standards, whereby the candidate shall:

1. Experience a practicum in preferably two approaches to reading prior to Student Teaching.

2. Demonstrate competence in communicating with and reporting to parents.

READING SPECIALIST

RATIONALE

The curriculum for the preparation of READING SPECIALIST should be designed to develop the prospective teacher's ability to work with children and youth in developing reading skills, to diagnose and correct reading disabilities, to increase the candidate's knowledge of the techniques and materials used in reading instruction, and to develop the candidate's concept of the reading specialist's role in staff relationships in the total school organization.

STANDARD I. The candidate must hold a valid teaching certificate and has adequate experience to acquaint him/her with the elementary and/or secondary school environment.

STANDARD II. The candidate must have completed a planned 30 semester hour graduate program. The program shall include a minimum of one reading course and/or demonstrated equivalent competencies, which normally would be developed by completing a reading course in each of the following areas:

(a) Foundations or Survey of Reading---The candidate shall demonstrate an understanding of the nature of the learner and the learning process with specific application to reading.

(b) Diagnosis and Correction of Reading Disabilities---The candidate shall demonstrate an understanding of the cause of reading disabilities, demonstrate the ability to use interview procedures, use of diagnostic instruments, use of materials and methods of instruction, and writing of reports.

(c) Clincial and/or Laboratory Practicum in Reading---The program shall provide for a supervised practicum with children and youth in developmental and remedial reading instruction, including the diagnosing and treatment of reading disabilities under supervision.

STANDARD III. The Candidate shall have completed study in each of the following areas: (a) Measurement and/or evaluation, (b) Child and/or adolescent psychology, (c) Psychology, including such aspects as personality, cognition and learning behaviors, and (d) Completed a course in literature for children and/or adolescents.

STANDARD IV. The preparation program shall have a planned sequence, but with sufficient flexibility to allow for differences in the educational background and experiences of the candidate.

SOCIAL SCIENCE
(Grades 7-12)
Field Endorsement

RATIONALE

The curriculum preparation for a comprehensive social studies endorsement should be designed to perpetuate the free enterprise system, so that prospective teachers attain a broad understanding of human society, the environment, and cultural factors that shape and condition human life. Insight into the complexities of present day living requires knowledge and understanding of history, sociology, government, economics, anthropology, psychology and geography. A program which leads to a social studies endorsement shall include 18 semester hours of history, 15 semester hours in one cognate area, and 15 semester hours distributed over the remaining five fields with at least one course in each of them.

PROGRAM DESIGN

STANDARD I — History shall include the study of the origins and historical development of various cultures throughout the world and the relationships of the physical, economic, political, and social forces that have shaped world civilization and the American heritage.

HISTORY ENDORSEMENT: A candidate may qualify for a separate history endorsement by acquiring 24 semester approved hours in history, while completing all the other requirements for a social studies endorsement, or by completing 30 semester hours in history and 6 hours in one or more cognate areas.

STANDARD II — Political science shall include the study of the necessity of government in modern life, the historical development of various forms of government, and the principles and practices of the national, state, and local units of American government as compared with other forms of government.

POLITICAL SCIENCE ENDORSEMENT: A candidate may qualify for a separate endorsement by acquiring 15 semester approved hours in political science, while completing all the other requirements for a social studies endorsement, or by completing 24 semester hours in political science and 6 semester hours in one or more cognate areas.

STANDARD III — Economics shall include the study of the historical development of various economic systems, the principal theories and practices of economics, and the relationship of government to economics.

ECONOMICS ENDORSEMENT: A candidate may qualify for a separate endorsement by acquiring 15 semester approved hours in economics, while completing all other requirements for a social studies endorsement, or by completing 24 semester hours in economics and 6 semester hours in one or more cognate areas.

STANDARD IV Sociology's general objective is to provide a solid understanding of the discipline of sociology.

SOCIOLOGY ENDORSEMENT: A candidate may qualify for a separate endorsement by acquiring 15 semester approved hours in sociology, while completing all other requirements for a social studies endorsement, or by completing 24 semester approved hours in sociology and 6 semester hours in one or more cognate areas.

STANDARD V Psychology shall include the study of human growth and development, personality, cognitive functions of the human brain, human emotions, and those facets of human existence which relate to behavior.

PSYCHOLOGY ENDORSEMENT: A candidate may qualify for a separate endorsement by acquiring 15 semester approved hours in psychology, while completing all other requirements for a social studies endorsement, or by completing 24 semester hours in psychology and 6 semester hours in one or more cognate areas.

STANDARD VI Anthropology shall include the study of human beings as mammalian, social, and cultural animals which interact with natural and human made environments.

ANTHROPOLOGY ENDORSEMENT: A candidate may qualify for a separate endorsement by acquiring 15 semester approved hours in anthropology, while completing all other requirements for a social studies endorsement, or by completing 24 semester hours in anthropology and 6 semester hours in one or more cognate areas.

STANDARD VII Geography shall include the study of the natural resources of the earth as a limiting and conditional influence upon the development of human culture and as a source of natural resources on a global scale.

GEOGRAPHY ENDORSEMENT: A candidate may qualify for a separate endorsement by acquiring 15 semester approved hours in geography, while completing all other requirements for a social studies endorsement, or by completing 24 semester hours in geography and 6 semester hours in one or more cognate areas.

SPEECH COMMUNICATION AND THEATRE
(Grades 7-12)
30 Hours
Subject Endorsement

SPEECH COMMUNICATION RATIONALE

The curriculum for the preparation of Speech Communication and Theatre teachers should be designed so that prospective teachers develop personal communication skills and theatre performance competencies and attitudes in order to become a facilitator of learning, a model of communication competencies and a resource person for facilitating communication in educational and community settings.

Because of the multi-faceted rationale of speech communication and theatre fields, speech communication and theatre programs or their components may be interdisciplinary or located in such area(s) as: social sciences, education, humanities or fine arts, and may draw curricula from such diverse fields as: anthropology, political science, psychology, sociology, etc.

PROGRAM DESIGN

Colleges and universities involved in the preparation of teachers should take the necessary steps to assist teacher candidates by offering and/or requiring curricula which will insure that the candidate attains the following competencies. To facilitate achievement of the competencies listed below students in Speech Communication and Theatre are expected to take 30 hours in the following areas: interpersonal communication, one-to-many communication, small group communication, debate, communication and rhetorical theory, oral reading, acting, technical theatre, directing the play, radio-television, and history of the theatre.

1. Demonstrate an understanding and skills to apply communication and rhetorical theory which includes intrapersonal communication, interpersonal communication, small group communication, one-to many communication, mass communication, history of communication and listening theory to the classroom.

2. Demonstrate an understanding and skills of theatre production which includes selection of materials, theatre direction, technical theatre, stage movement and basic acting, theatre history, and creative dramatics.

3. Demonstrate an understanding of the theory and appropriate skills and forms of oral reading.

4. Demonstrate an understanding and ability to critically evaluate forms and various contexts of speech communication and theatre.

5. Demonstrate an understanding and skills in order to direct and coordinate curricular or extracurricular activities in debate, discussion, speech contests and festivals, theatre and radio-television production.

Speech Communication and Theatre -- continued:

6. Demonstrate an ability to develop courses of study, making textbook selections, procuring and using various technologies and teaching strategies in planning co-curricular programs.

7. Demonstrate an understanding and an ability to identify the various career objectives and careers pertaining to speech communication and theatre.

THEATRE
(Grades 7-12)
30 Hours
Subject Endorsement

THEATRE RATIONALE:

The curriculum for the preparation of Theatre teachers should be designed so that a prospective teacher develops theatre performance competencies and attitudes in order to become a facilitator of learning, a model of theatre competencies and a resource person for facilitating theatre activities in educational and community settings.

Because of the interdisciplinary nature of theatre, the curriculum for the preparation of prospective teachers of theatre should allow for a broad base in the liberal arts and humanistic studies.

PROGRAM DESIGN:

Colleges and universities involved in the preparation of teachers should take the necessary steps to assist teacher candidates by offering and requiring curricula which will insure that the candidate attains the following competencies. To facilitate the achievement of the competencies listed below, the students are expected to take 30 hours in the following areas: dramatic literature, history of the theatre, acting, stagecraft, costume/makeup, lighting, directing, and radio-television production.

1. Demonstrate an understanding and skills of theatre performance and production which include selection of materials, theatre direction, technical theatre, stage movement and basic acting, and theatre history.

2. Demonstrate an ability to critically evaluate dramatic styles, forms and various theatrical activities.

3. Demonstrate an understanding and skills in order to direct and coordinate curricular or co-curricular activities in contests, theatre and radio-television production.

4. Demonstrate an ability to develop courses of study, making textbook selections, procuring and using various technologies and teaching strategies in planning co-curricular programs.

5. Demonstrate an understanding and ability to identify the various career objectives and careers pertaining to theatre.

SPEECH COMMUNICATION
(Grades 7-12)
30 Hours
Subject Endorsement

RATIONALE:

The curriculum for the preparation of Speech Communication teachers should be designed so that a prospective teacher develops personal communication skills and attributes in order to become a facilitator of learning, a model of communication competencies and a resource person for facilitating communication in educational and community settings.

PROGRAM DESIGN:

Colleges and universities involved in the preparation of teachers should take the necessary steps to assist teacher candidates by offering and/or requiring curricula which will insure that the candidate attains the following competencies. To facilitate achievement of competencies listed below, students in Speech Communication are expected to take 30 hours in the following areas: interpersonal communication, oral reading, one-to-many communication, debate, small group discussion, rhetoric theory, and radio-television as demonstrated in the competencies listed below.

1. Demonstrate an understanding and skills to apply communication and rhetorical theory which includes intrapersonal communication, interpersonal communication, small group communication, one-to-many communication, mass communication, radio-television communication, rhetorical and listening theory to the classroom.

2. Demonstrate an understanding of the theory and appropriate skills and forms of oral reading.

3. Demonstrate an understanding and ability to critically evaluate forms and various contexts of speech communication.

4. Demonstrate an understanding and skills in order to direct and coordinate curricular or co-curricular activities in debate, discussion, speech contests and festivals.

5. Demonstrate an ability to develop courses of study, making textbook selections, procuring and using various technologies and teaching strategies in planning co-curricular programs.

6. Demonstrate an understanding and an ability to identify the various career objectives and careers pertaining to speech communication.

VOCATIONAL EDUCATION PROGRAMS

AGRICULTURAL EDUCATION
Field Endorsement

The teacher education program in Agricultural Education should prepare a teacher to plan and conduct educational programs which will prepare persons to fulfill jobs in production agriculture and in off-farm occupations requiring the use of agricultural knowledge and skills. Teacher preparation should constantly be evaluated to assure that it is also relevant to effective fulfillment of student needs in the cultural, socio-economic, and leadership aspects of agriculture.

The teacher education program must include at least 40 approved semester hours designed to develop competencies in the following five areas of agriculture, with special emphasis given to at least one of the five areas:

1. Agriculture Business Management
2. Animal Science
3. Mechanized Agriculture
4. Plant and Soil Science
5. Rural Life and Resource Development

To be qualified as a teacher of agriculture the candidate should be prepared to plan and conduct systematic instruction for students preparing to enter, or for persons who are engaged in, one of the following agricultural areas:

1. Agricultural Production
2. Agricultural Mechanics
3. Agricultural Sales and Service
4. Agricultural Processing
5. Agricultural Resources
6. Horticulture and Forestry

The determination of whether or not the candidate for certification has adequate knowledge and is competent in each of the above areas shall be the decision of the institution which recommends the candidate.

Teacher candidates preparing to teach Vocational Agriculture and/or Agricultural Related Occupations, must have 12 hours of vocational education as outlined in Part A in the section on Vocational Education Programs. (See Page 114) Candidates preparing to teach Agricultural Related Occupations must also have occupational experience in the area for which they are preparing as described in Part B in the section on Vocational Education. (See Page 114)

PROGRAM FOR PREPARATION OF TEACHERS

OF BUSINESS EDUCATION

(Grades 7-12)

RATIONALE

Business education is a broad, diverse, and ever-changing discipline which encompasses all levels of the educational delivery system. Business education provides vocational, general education, and personal-use skills and knowledges which contribute to the education and well-being of all individuals regardless of occupational or educational goals.

Teacher education programs in business education should provide teachers with a thorough knowledge of the discipline and prepare them to employ that knowledge in teaching* young people. Specifically, teacher education programs in business education should equip teachers to:

1. Educate individuals for and about business.

2. Provide a program of learning experiences designed to equip individuals to fulfill three roles:

   a. to produce and to distribute goods and services as workers:
   b. to use the results of production as consumers; and
   c. to make judicious socioeconomic decisions as citizens.

3. Provide career information which helps students relate their interests, abilities and aspirations to occupational opportunities in business.

4. Provide educational opportunities for students preparing for careers in fields other than business to acquire business knowledges and skills needed to function effectively in those careers.

The following are the major categories of Business Education:

Basic Business

A broad range of subject matter and experiences by which one gains an appreciation for and understanding of the American private enterprise business system and the opportunities for one to influence or affect that system; more specifically, the processes by which one acquires a broader

*The term teach shall mean and include, but not be limited to, the following responsibilities: (a) the organization and management of the classroom or the physical area in which the learning experiences of pupils take place, (b) the assessment and diagnosis of the individual educational needs of the pupils, (c) the planning, selecting, organizing, prescribing, and directing of the learning experiences of pupils, (d) the planning of teaching strategies and the selection of available materials and equipment to be used, and (e) the evaluation and reporting of student progress. Nebraska School Laws 79-101 (13)

perspective of the world of business and of the principles, rules, laws and regulations by which it operates.

General Office and Secretarial Training

The processes by which one develops technical competencies to required business standards for entry-level business positions; more specifically the processes by which one acquires competence in such skills as typewriting, shorthand, accounting, records management, business machines, office procedures, interpersonal relations, and business communications and integrates those skills into occupationally useful patterns preparatory to such entry-level employment as clerktypist, stenographer, bookkeeper/accountant, data processor and receptionist.

PROGRAM DESIGN

Programs to prepare students for a field endorsement in Business Education must include (1) means to insure that prospective teachers are themselves proficient in the office skills and basic business subjects, (2) sufficient experiences to allow students to develop teaching competency in both the general office and secretarial subjects and the basic business subjects, and (3) provisions for prospective teachers to fulfill all requirements for vocational approval.

BUSINESS EDUCATION - FIELD ENDORSEMENT

The following are the minimum semester-hour requirements for the field endorsement in Business Education:

Area	Semester Hours
Basic Business (Including 6 hours or equivalent in Principles of Economics and 6 hours in Accounting with remaining hours in such other study areas as Finance, Business Law, Business Organization and Management, Marketing, Consumer Economics, Insurance and Data Processing).	24
General Office and Secretarial Training (Including credit in or demonstrated competency equivalent to Advanced Typing and Shorthand Dictation and Production Transcription with remaining hours in such technical subject areas as Data Processing, Business Machines, Office Practice, Secretarial Training, and Business Communications).	24

Area	Semester Hours
Vocational Education..... (Including 3 hours in Principles and Philosophy of Vocational Education; 3 hours of student teaching may be used toward meeting this requirement if completed in a vocationally approvable secondary business education program).	9
Total	57

The recommending institution will insure that the candidate attains the following competencies:

Basic Business

1. The ability to describe the theories and applications of accounting/bookkeeping principles.

2. The ability to describe the art and techniques involved in recording, analyzing, classifying and interpreting financial data.

3. The ability to describe the relationships of individuals, business, government, labor and professional groups in the economic decision-making process in society.

General Office and Secretarial Training

1. The ability to be proficient in the use of the typewriter and other business machines, the taking and transcribing of shorthand dictation, and related office procedures.

2. The ability to relate office procedures to job openings in the business world.

Vocational Education

1. The ability to relate vocational education to the role of business education in preparing students for the world of employment.

Candidates completing the field endorsement will be able to teach the following subjects: Typewriting, Shorthand and Transcription, Business Machines, Records Management, Business Communications, Clerical Office Procedures, Secretarial Office Procedures, Cooperative Office Occupations, Notetaking, Recordkeeping, Bookkeeping and Accounting, Business Math, Data Processing, Exploratory Business, General Business, Business Principles, Economics, Consumer Economics, Business Law, Business Organization and Management, Marketing and Merchandising, and Economic Geography.

Basic Business Endorsement

Minimum requirements for a subject endorsement in Basic Business are twenty-seven (27) semester hours of preparation which shall include at least 6 hours or the equivalent in Principles of Economics and 6 hours in Principles of Accounting. To complete the 27-hour requirement, at least one course should be completed in each area, such as: Finance, Business Law, Business Organization and Management, Marketing, Consumer Economics, Insurance and Data Processing.

The recommending institution will insure that the candidate attains the following competencies;

1. The ability to describe the theories and applications of accounting/bookkeeeping principles.

2. The ability to describe the art and techniques involved in recording, analyzing, classifying and interpreting financial data.

3. The ability to describe the relationships of individuals, business, government, labor and professional groups in the economic decision-making process in society.

Candidates completing this subject endorsement will be able to teach the following subjects: Recordkeeping, Bookkeeping and Accounting, Data Processing, Exploratory Business, General Business, Business Principles, Economics, Consumer Economics, Business Law, Business Organization and Management, Marketing and Merchandising, and Economic Geography.

General Office Endorsement

Minimum requirements for a subject endorsement in General Office are twenty-four (24) semester hours of preparation which shall include credit in or demonstrated competency equivalent to Advanced Typing and 6 hours in Principles of Accounting. Remaining hours in this endorsement may be fulfilled by completing courses in such technical subject areas as Machine Transcription, Business Machines, Records Management, Office Practice, and Data Processing.

The recommending institution will insure that the candidate attains the following competencies:

1. The ability to be proficient in the use of the typewriter and other business machines and in related office procedures.

2. The ability to relate office procedures to job openings in the business world.

Candidates completing this subject endorsement will be able to teach the following subjects: Typewriting, Business Machines, Records Management, Business Communications, Clerical Office Procedures, Notetaking, Recordkeeping, Bookkeeping and Accounting, and Data Processing.

PROGRAM FOR THE PREPARATION OF
DISTRIBUTIVE EDUCATION TEACHERS

(Grades 9-12)

RATIONALE:

Distributive Education is a vocational instructional program that prepares people for employment in the distributive occupations. Distributive occupations are involved with the marketing of goods and services to consumers and are found in retail, wholesale and service businesses.

The Distributive Education program is vocational in that the curriculum, and instruction are focused upon the career objectives of students. The curriculum is based upon the competencies needed by persons currently employed or planning to seek employment in the distributive occupations and the instruction provides for learning experiences organized into instructional units, courses, and/or programs focusing upon varying product and service technologies, marketing skills, economic concepts, basic skills, and social competencies.

PROGRAM DESIGN:

The Distributive Education teacher must be both technically and professionally competent. The discipline undergirding Distributive Education is marketing which is the first of five competency areas in which Distributive Education teachers must show technical proficiency. The Distributive Education teacher must also be competent in the areas of economics, social skills, basic skills of marketing as well as the product and service technologies accompanying the distributive occupations. The development of these areas of competence assumes a well-rounded general education as well as a knowledge of the fundamentals of business organization and operation.

The Distributive Education teacher must also be a competent professional educator. This professionally prepared person must be able to manage a total Distributive Education program. The Distributive Education teacher must have a bsic and thorough preparation in professional education. This would include an undergirding in the history and philosophy of education, eudcation psychology, methods of instruction and student teaching.

Beyond that, a complete working knowledge of general vocational education must be acquired. This should include a complete understanding of the social, cultural, and professional philosophical milieu in which vocational education has grown and flourished.

Finally, there is a unique set of instructional strategies implemented in Distributive Education programs. Preparation in the areas of cooperative education, the project plan, students with special needs, and vocational student group management and utilization must be included in any Distributive Education professional preparation program.

DISTRIBUTIVE EDUCATION
(Grades 9-12)
56 Hours

Field Endorsement

The following are the minimum semester hours required for the field endorsement in Distributive Education:

Professional Vocational Education . . . . . 9 hours
Must include 3 hours in the principles of Vocational Education, 3 hours in Cooperative Education. Three hours of student teaching in a vocationally approved distributive education program may be used toward meeting this requirement.

General Business Preparation. . . . . .20 hours
Must include 6 hours in Accounting, 5 hours in Economics, 3 hours of Business Statistics, 3 hours of Management, and 3 hours of Business Law.

Technical Preparation for Distributive Education:

Marketing . . . . . 15 hours
Chosen from courses such as Introduction to Marketing, Advertising, Salesmanship, Marketing Management, Retail Management, Market Research, Consumer Behavior.

Economics (other than the 5 hours listed above) . .3 hours
Chosen from courses in the areas of Entrepreneurship, Private Enterprise, or Small Business Management with the intent of better informing individuals of the Private Enterprise System and the opportunity of owning their own business.

Social Skills . . . . . .3 hours
Chosen from courses such as Organizational Behavior, Human Relations in Business and Sociology of Business.

Basic Skills. . . . . .6 hours
Chosen from courses such as Business Communications, Data Processing, Business Math, and Statistics.

Occupational Experience:
In addition to having academic preparation, there is strong evidence and opinion to support the requirement of actual experience working in a distributive occupation. This experience develops high levels

of competence in the product and service technologies associated with marketing occupations as well as self-confidence and credibility on the part of the Distributive Education teachers.

Competencies Gained From Occupational Work Experiences:

The teacher, through a variety of paid occupational work experiences should be able to demonstrate competency in:

1. An understanding of basic business operations and procedures in each of the three types of distributive occupations: retail, wholesale, or service.

2. The knowledge, skills, and attitudes in the marketing functions and the attitudes of business people towards those functions.

3. The ability to relate marketing principles and functions to the classroom.

The requirement for work experience will include a minimum of 2000 hours of paid occupational experience in two or more USOE 04.000 code areas with a minimum of 500 hours in each area.

Equivalent coursework in directed or supervised occupational experience programs may be substituted for the above requirement.

Candidates completing the above program field endorsement design will be qualified to teach the following subjects: Advertising, Business Communications, Human Relations, Merchandising, Marketing, Salesmanship, Economics, Management, Operations, Merchandise Mathematics, General Business, Distributive Education, Bookkeeping and Accounting, Business Law, Data Processing, Recordkeeping, Entrepreneurship, Small Business Management, Business Statistics, and Retailing.

HOME ECONOMICS
Field Endorsement

The curriculum for the preparation of home economics teachers should develop an effective concern for the strengthening of personal and family living and/or gainful employment in an occupation involving knowledge and skills of home economics subjects. Many professional fields deal with the various aspects of living, but home economics is the only field concerned with all of them, with their interrelationship, and with the total pattern which they form.

Programs to prepare teachers of home economics must include laboratory experiences to help students develop competencies in the organized bodies of knowledge and the theories that make up home economics subject matter. A minimum program should include 36 semester hours of college preparation designed to develop competency in the following areas:

(1) Human Development and the Family - Knowledge of universality and uniqueness of individuals and families; development and socialization of the individual; understanding the challenge and creative possibilities of change.

(2) Home Management and Family Economics - Understanding of environmental influences on individual and family decision making; managerial processes and elements in management.

(3) Food and Nutrition - Significance of food as related to cultural socio-economics influences, nutritional, physiological, and psychological satisfactions; properties of food and factors affecting its change; provision of food for individuals and family, including production, consumer practices, and proctective measures.

(4) Textiles and Clothing - Social, psychological, economic, and aesthetic significance of clothing and textiles; properties of textiles and garments for individuals and families as related to construction, selection, use and care.

(5) Housing and Furnishings - Physical, psychological economics, social, and aesthetic influences on the form and use of living space for individual and families: selecting, managing, and maintaining housing, furnishings and equipment.

The determination of whether or not the candidate for certification has adequate knowledge and is competent in each of the above areas shall be the decision of the institution which recommends the candidate.

VOCATIONAL HOME ECONOMICS AND HOME ECONOMICS RELATED OCCUPATIONS

In addition to the preparation as outlined above, candidates preparing to teach Vocational Home Economics and/or Home Economics Related Occupations must include 12 hours of vocational education in their preparation as outlined in Part A of the section on Vocational Education. Candidates preparing for Home Economics Related Occupations must also have occupational experience in the area for which they are preparing to teach, as described under Part B in the section on Vocational Education.

INDUSTRIAL ARTS
(Grades 7-12)
45 Hours

Field Endorsement

RATIONALE

Industrial Arts in education is the study of industrial tools, machines, materials, processes, products, and occupations, in the communication, production and energy systems clusters for the purposes of general and specialized education. It is important that Industrial Arts teacher-education programs prepare teachers, particularly qualified to achieve the unique and general goals of industrial arts in secondary schools.

CLUSTERS

Communication Systems: An area of study involving personnel, systems, and techniques in communicating ideas, knowledge, and information for the production and servicing of industrial goods. Graphic Communications encompasses all of the content of drafting, design, printing, photography, and graphic arts, as well as other graphic reproduction processes used by business and industry.

Production Systems: A working description of the recommended systems are:

A. Manufacturing: An area of study involving management, personnel, systems, and production techniques for creating finished goods in a plant or factory. Students research, design, and produce many products of varied materials using selected processes. Concepts are applied in industrial laboratories to reinforce the students' understanding of planning, organizing and controlling available resources necessary for mass producing products.

B. Construction: An area of study involving practices which are required to build on-site structures. Concepts are applied in industrial laboratories to reinforce the students' understanding of how one plans, organized, and controls all available resources to produce products on site.

Energy Systems: An area of study involving conversion of energy to different forms of useful power and the means by which this power is generated, transmitted, and controlled to serve man and industry. Instruction covers sources, generation, conversion, transmission, and utilization of power. Content should involve such areas as: solar, nuclear, hydro, combustion, electrical, hydraulic, pneumatic, and mechanical forms of power.

CURRICULAR GOALS

The industrial arts teacher education goals clearly and explicitly include within their context provisions for preparing the potential teacher to achieve all of the following unique and fundamental purposes of industrial arts in the secondary schools.

1. To develop in each student an insight and understanding of industry and its place in our culture.

2. To discover and develop talents of students in the technical fields and applied sciences.

3. To develop technical problem-solving skills related to materials and processes.

4. To develop in each student a measure of skill in the use of common tools and machines.

INDUSTRIAL ARTS FIELD ENDORSEMENT: The endorsement qualifies an individual to teach industrial arts in grades 7-12.

Communication Systems	8 hrs.
Production Systems (Manufacturing and Construction)	8 hrs.
Energy Systems	8 hrs.
Specialization Studies*	15 hrs.
Organization and Management	6 hrs.
TOTAL	45 hrs.

*Students may select Specialization hours in one or more systems.

PROGRAM CONTENT

The courses and content selected for the preparation of industrial arts teachers are directly related to the program's stated goals, and are determined by the industrial arts teacher-education faculty. Program content will include:

1. The study of the elements and interrelationships of contemporary industrial enterprise, technology, and social and economic growth and problems.

2. A command of modern technical knowledge and skills which may appropriately be taught in the elementary and secondary schools, as implied by the teacher-education program's objectives.

3. A broad array of industrial and technical studies, such as:

   A. Organizational and operational principles and functions of industrial enterprise.

   B. Technology of materials and processes, and the systems for their development and utilization.

   C. Communication systems and processes.

   D. Energy and power sources and their control.

4. The opportunity for the development of a functional philosophy of industrial arts as a part of education.

5. Coursework and other learning experiences dealing with developing behavior exemplary of teaching as a profession.

6. The study of the rationale for goals and objectives of industrial arts in the secondary school.

7. The study of the theory and principles of developing and managing activity-oriented learning environments in relation to industrial arts.

8. Organizational and management skills to include such areas as equipment maintenance, planning, and safety.

TRADES AND INDUSTRY

Trades and Industrial Education in the secondary school is planned to develop entry level occupational skills, safety habits, technical knowledge, and related occupation information in industrial areas such as power-auto mechanics, construction, drafting, graphic arts, electricity-electronics and metal technology.

The endorsement in Trades and Industrial Education must have a minimum of 15 semester hours of technical course work or the equivalent, directly related to the area of specialization to be taught. The remainder of the endorsement must be in an area or areas of industrial education commonly taught in the secondary schools.

In addition to the preparation outlined above, candidates who are preparing to teach Trades and Industrial Education programs must have occupational experience in the areas in which they plan to teach. Occupational experience may be gained only under options B 1 or 2 of the Vocational Education section (see page 114). In addition they must also include in their preparation the 12 hours of vocational education as described under A and B in the section on vocational education programs. (See page 114).

DIVERSIFIED OCCUPATIONS

1. A valid Nebraska Teaching Certificate with an endorsement in an area of specialization such as: agriculture, home economics, office occupations, distributive education, trades and industries and/or industrial arts, in addition to Diversified Occupations, and,

2. A minimum of 12 semester hours in professional education in vocational education, which must include 3 hours in coordinating techniques, (See page 114, part A) and,

3. Occupational expereince requirements must also be fulfilled. (See page 114, part B).

SPECIAL VOCATIONAL NEEDS

RATIONALE

The determination of the need for an endorsement in this area is based on the following:

1. An expressed concern by school administrators for teachers who can effectively work with the vocational needs of the Disadvantaged and/or Handicapped students, and

2. An expressed desire on the part of teachers to be better prepared to work effectively with the needs of the Disadvantaged and/or Handicapped students, and

3. Increased State and Federal legislative emphasis on the vocational education of the Disadvantaged and/or Handicapped students.

PROGRAM DESIGN - The program shall include;

1. A teaching certificate with a teaching major or endorsement, in addition to Sepcial Vocational Needs.

2. A minimum of 9 semester hours directed toward meeting the following competencies:

   A. Program Planning:

      1. The ability to diagnose student needs within a vocational framework which is consistent with facilities available and occupational opportunities.

      2. Demonstrate a knowledge of vocational legislation, vocational funding, and vocational advisory committees.

   B. Curriculum Development:

      1. The ability to plan course content, design instructional materials and implement activities which are appropriate to the needs and interests of the individual students.

   C. Method of Instruction:

      1. The ability to use appropriate instructional, motivational and reinforcement techniques and instructional media which will result in an effective delivery system to the student.

   D. Evaluation:

      1. The ability to select and use appropriate methods of evaluation which will reflect effectiveness of instruction and student accomplishment.

DIVERSIFIED OCCUPATIONS

1. A valid Nebraska Teaching Certificate with an endorsement in an area of specialization such as: agriculture, home economics, office occupations, distributive education, trades and industries and/or industrial arts, in addition to Diversified Occupations, and,

2. A minimum of 12 semester hours in professional education in vocational education, which must include 3 hours in coordinating techniques, (See page 114, part A) and,

3. Occupational expereince requirements must also be fulfilled. (See page 114, part B).

SPECIAL VOCATIONAL NEEDS

RATIONALE

The determination of the need for an endorsement in this area is based on the following:

1. An expressed concern by school administrators for teachers who can effectively work with the vocational needs of the Disadvantaged and/or Handicapped students, and

2. An expressed desire on the part of teachers to be better prepared to work effectively with the needs of the Disadvantaged and/or Handicapped students, and

3. Increased State and Federal legislative emphasis on the vocational education of the Disadvantaged and/or Handicapped students.

PROGRAM DESIGN - The program shall include;

1. A teaching certificate with a teaching major or endorsement, in addition to Sepcial Vocational Needs.

2. A minimum of 9 semester hours directed toward meeting the following competencies:

   A. Program Planning:

      1. The ability to diagnose student needs within a vocational framework which is consistent with facilities available and occupational opportunities.

      2. Demonstrate a knowledge of vocational legislation, vocational funding, and vocational advisory committees.

   B. Curriculum Development:

      1. The ability to plan course content, design instructional materials and implement activities which are appropriate to the needs and interests of the individual students.

   C. Method of Instruction:

      1. The ability to use appropriate instructional, motivational and reinforcement techniques and instructional media which will result in an effective delivery system to the student.

   D. Evaluation:

      1. The ability to select and use appropriate methods of evaluation which will reflect effectiveness of instruction and student accomplishment.

D. Evaluation: (continued)

2. The ability to analyze and synthesize data from all relevant sources that will support program planning effectiveness.

E Guidance:

1. The ability to communicate occupational information, and assist students in setting realistic goals in cooperation with other school staff and parents.

F. Human Relations:

1. Demonstrate a personal concern for students and parents in all aspects of the educational experience.

G. Management of Learning and Behavior:

1. The ability to provide an atmosphere in which the student can work toward self-fulfillment in a school, home, community and occupational setting.

HEALTH OCCUPATIONS
(Grades 7-12)
Field Endorsement

RATIONALE:

In recognition of the emerging importance of Health Occupation as a teaching field has led to the recognition of a need for teachers who possess the competencies and hence, the credentials of the field of both education and health. The health practitioner, such as Dental Assistant, Medical Laboratory Assistant, Medical Secretary, Radiology Technologist, Nursing, etc., who enters a teacher education program already possesses substantive content of a teaching field, and will likely have needs in the area of professional education. Therefore, the teacher education program should be focused on the professional development of the candidate as an educator.

PROGRAM DESIGN:

Minimum Requirements - In addition to the requirements outlined for other vocational education programs as listed on pages 114 and 115 of the Policies and Criteria, the Health Occupation teacher shall meet the following standards:

STANDARD I The program shall develop the competencies normally acquired in undergraduate teacher education programs.

STANDARD II The program shall provide individualized scheduling appropriate to varied student backgrounds.

STANDARD III The program shall provide experience that will enable the prospective teacher to learn about the nature of learning, conditions that help people learn, and how to maintain a proper learning environment.

STANDARD IV The program shall provide increased understanding of the organization and administration of education and vocational education and their relationship to the community.

STANDARD V The program shall include appropriate student teaching or supervised internship experiences normally required.

The four broad areas which suggest competencies to be acquired for an endorsement in the area of Health Occupations are:

1. Competencies essential to occupational performance in a specialized health field.

2. Competencies essential to classroom effectiveness from institutional planning through implementaion.

3. Competencies essential to curriculum development with particular reference to specialities involved.

4. Competencies essential to coordinate administrative and instructional activities shared by two agencies - one in health and the other in education.

VOCATIONAL EDUCATION PROGRAMS

The following endorsements include vocational education programs for the preparation of teachers for agriculture, home economics, business and office occupations, distributive education, diversified occupations, special vocational needs and health occupations. There are common elements to these programs which differ from other endorsements in this manual. Each endorsement area includes requirements for professional vocational education course work and for occupational work experience. The criteria for some endorsement programs have incorporated those elements within the endorsement. For those which have not yet been revised, the professional vocational education requirements and guidelines for work experience are found below.

A. Course work in professional vocational education should include a minimum of 12 semester hours in vocational education.

Six hours of student teaching in the major area of specialization may apply to the 12 semester hour requirement, provided the student teaching is done in a vocationally approvable program.

A minimum of 9 semester hours of professional course work plus 3 semester hours of student teaching will apply to the 12 semester course work requirement if student teaching is not done in a vocationally approvable program.

The professional courses should include a study of the principles and philosophy of vocational education. A study of coordination techniques should be included for teachers preparing to work in cooperative education programs.

B. Occupational experience in an employment situation which is in closely related occupations. The following practices may be utilized in obtaining the required occupational experience:

1. At least two years recent full-time employment or the equivalent in accumulated part-time employment in the field in which the candidate is preparing to teach, or

2. At least one year full-time employment or the equivalent in accumulated part-time employment and not less than 360 clock hours of employment in the field in which the candidate is preparing to teach, under the direction and supervision of a qualified experienced vocational teacher-educator, or

3. At least 360 hours of supervised employment in the field in which the candidate is preparing to teach, plus an organized program of directed observation under the direction and supervision of a qualified experienced vocational teacher-educator. The program of directed observation should be equivalent to or actually involve college credit of not less than three semester hours.

In providing supervision for directed observation as described in (3) above, or for employment as described in (2) above, it is suggested that the college follow the policies outlined below:

A. The job is representative of a broad range of work for which the candidate is preparing to teach;

B. A variety of experiences are provided for the candidate;

C. A written agreement is provided which clearly defines the responsibility of the college and the employing firm and which identifies the training experiences to be provided by the employer;

D. The college supervises the internship activities through competent supervisors who (1) make a specific number of supervisory visits; (2) are on call for special visits; (3) counsel with the employer and the candidate; (4) give additional assistance as needed;

E. The college evaluates the work of the candidate in consultation with the employer and the personal observation by the supervisor;

F. Regular seminars are held with the supervisor and the candidate, the primary purpose of the seminar being to relate the occupational experience to the student's own teaching;

G. The maximum pupil assignment per supervisor be not more than forty students during any one period;

H. The credit granted for directed observation be a minimum of one semester hour of credit per forty clock hours, including any and all activities related to the assignment;

I. In the event that a student has the minimum two years experience in an occupation, but more than five years has elapsed since this experience, the college should require a period of directed observation to bring the candidate up to current practices in the field of work for which he is preparing.

SCHOOL NURSE

Minimum preparation for school nurses includes graduation from an approved school of nursing. The candidate for certification must be registered with the State Board of Nursing.

The program of preparation should include a combination of formal course work and supervised field experiences: the candidate demonstrating competencies in the following areas:

1. Public Health Nursing
2. The place and function of elementary and secondary schools in America
3. Development and behavioral psychology
4. Sociology and/or social work
5. Knowledge of the exceptional child
6. Early identification of defects in children
7. Audiometric and visual screening
8. Guidance and Counseling

The determination of whether or not the candidate for certification has adequate knowledge and is competent in each of the above areas shall be the decision of the institution which recommends the candidate.

SCHOOL PSYCHOLOGIST

Definition:

School Psychologist shall mean: a specialist responsible for consultation with school personnel, parents, and other specialists on individual student needs or school program considerations; for the assessment of learning and/or behavior in students; for the selection, the administration, and the interpretation of educational and psychological tests and test results; for the identification and verification of handicapped and gifted; for the recommendation of student placement; for counseling with students, school personnel, parents, and with other involved specialists.

Competencies:

Training of the school psychologist includes foundations in both education and psychology. As a learning specialist, the school psychologist views the learning process as the interaction between characteristics of the learner, the teaching process and socio-cultural environmental variables. Psychological foundations provide knowledge of developmental expectations for learnig and methodology by which assessment, intervention and evaluation may be carried out. Educational foundations provide knowledge of the educational process as it applies to needs, abilities and performance of individuals, groups and systems. Training is designed to achieve explicitly stated objectives, based upon the goals of professional practice in applied settings, and includes substantial supervised experience as part of the planned program of study.

A program designed to prepare a School Psychologist shall include identifiable components and stated objectives in the following areas:

Psychoeducational Assessment
Individual Differences and/or Exceptional Children
Learning and Instructional Techniques
Intervention and Remediation (Individual and Group)
Child and Adolescent Development
Organization and Operation of Schools
Measurement, Accountability, Research and Evaluation
Consultation
Professional School Psychology

In addition, the School Psychologist shall demonstrate competencies in the following areas:

I. Consultation--the ability to participate as a professional member of the team of school, school-related and community professional personnel, bringing the foundations of both education and psychology to these settings.

   A. Improving the school climate

      1. Learning--cognitive
         a. Planning and implementation of district-wide procedures for assessing the learning needs of students and recommending strategies for increasing learning efficiency.
         b. Consultation with appropriate personnel in the development of a district-wide instructional program.
         c. Assisting schools in working with parents to foster positive approaches to children's learning.

d. Recommending, planning and executing group assessment programs including the ability to communicate the results to appropriate recipients.
e. Assisting school personnel in the developing, monitoring and evaluating of appropriate and measurable instructional objectives.
f. Consulting with school personnel about classroom environment.

2. Social/Affective
a. Planning, developing, and implementing district-wide procedures for assessing the social/emotional needs of students and recommending strategies for increasing growth in this area.
b. Consulting with appropriate personnel in the development of district-wide programs to improve the classroom climate.
c. Assisting schools in working with parents to foster positive emotional growth in their children.
d. Assisting school personnel in developing, monitoring and evaluating objectives for social/emotional growth.
e. Consulting with school personnel about fostering healthy social/emotional climates in classroom.

B. Intervention Techniques

1. Plans, implements, monitors, and evaluates interventions strategies which may include the following services:
a. Counseling and psychological therapy including consulting with individual children and thereby serving as an agent for educational and/or personal change.
b. Remediation including provision of direct assistance to special education students as they interface with other educationl programs and providing services to children identified or referred as gifted or exceptionally capable students.
c. Group techniques including student workshops in selfunderstanding, human relation programs, communication workshops and tutorial programs.
d. Crisis intervention.
e. Specific behavioral management.

II. Individual Study of the Child

A. Planning and implementing district-wide systems of collecting data to identify children with specialized needs.

B. Demonstrates skills in interviewing techniques on a systematic and planned basis to obtain pertinent data about the child from such sources as: a) the child, b) the parents, c) the school personnel, d) peers,

e) non-school community agencies, f) other professionals in the community.

C. Demonstrates skills in using systematic observational processes to obtain pertinent data about the child by means of: a) interaction analysis within the family, b) interaction analysis within the school environment including teacher-pupil and pupil-pupil interaction, c) interaction analysis within the community environment.

D. Administering appropriate individual psychological and educational instruments and interpreting data in educationally significant dimensions.

E. Differentiating between quantitative and qualitative interpretation of psychometric information.

F. Judging the reliability and validity of the data obtained in formal testing situations.

G. Differentiating between objective observations and hypotheses concerning behavioral causes.

H. Writing reports which contain not only diagnostic information but also practical recommendations relevant to the orientation of the person(s) to whom the report is directed.

I. Following the progress of the child by participating in the planning, implementing, monitoring, and evaluating of the on-going intervention strategies.

III. Research

A. Designing, conducting, and utilizing the results of research of a psychological nature.

B. Translating research into practical applications within the school community including the development of new programs emphasizing procedures validated by recent research results as well as the development of a district-wide commitment to utilize research results.

IV. Professional Responsibilities

A. Practicing school psychology in accordance with the ethics of the profession of psychology.

B. Demonstrating an awareness of the need to practice the profession of school psychology within the laws and regulations of the local, state and federal government.

C. Demonstrating an awareness of the need for continuing education in the promotion of professional growth.

D. Cooperating with institutions of higher education the training of students in school psychology.

Proposed Minimum Qualifications of the School Psychologist

1. Eligibility for a Teaching or Special Services Certificate.

2. Judgments of competency in each area shall be made by the institution which will recommend the applicant for endorsement. A minimum of 60 semester hours beyond the Bachelor's degree in a School Psychology program, including at least 1,000 clock hours of supervised experience, shall be required to demonstrate competency.

   NOTE: Applicants for an endorsement in School Psychology are required to be recommended for endorsement by the institution where the majority of the coursework in School Psychology has been completed. The above program is a minimum standard. Colleges and universities may require that additional standards be met prior to recommending an individual for a School Psychology endorsement.

PSYCHOLOGICAL ASSISTANT

A. Definition

Psychological assistant shall mean: A person who assists the schools psychologist in the assessment of learning and/or social behavior in students, including the selection, the administration, and the interpretation of educational and psychological tests and test results, as well as participating in conferences with students, school personnel, parents, and with other involved specialists.

B. Competencies

The following competencies are based on the assumptions that the psychological assistant has foundations in behavioral sciences, education or psychology of exceptional children, and in professional ethics, as well as a demonstrated ability to relate to children, adolescents, parents and teachers:

1. Test Administration and Reporting

   a. The ability to administer individual psychological instruments, such as the following:

      1) Stanford-Binet Intelligence Scale (S-B, Form L/M)
      2) Wechsler Intelligence Scale for Children (WISC)
      3) Wechsler Adult Intelligence Scale (WAIS)
      4) Wechsler Preschool and Primary Intelligence (WPPSI)

   b. The ability to judge the reliability and validity of data obtained in formal testing situations.

   c. The ability to write reports which contain an accurate account of the test situation and quantitative results.

2. Consultative Skills

   a. The ability to confer with parents, teachers, and others to obtain pertinent background information concerning the child, family and environment.

   b. The ability to assist the school psychologist in working with school personnel.

3. Referral Skills

a. The ability to utilize referral information from schools and parents as well as reports from other professional personnel.

b. The ability to assist the school psychologist with referral(s) to other helping professions or services.

4. Program Planning

a. The ability to assist the school psychologist in working out recommendations for special educational procedures.

b. The ability to supervise or consult on group test administration and to assist in interpreting the results of group tests.

C. Proposed Minimum Qaualifications of the Psychological Assistant

1. Eligibility for a valid Nebraska Pre-Standard Teaching or Special Services Certificate.

2. A minimum of a Master's Degree or its equivalent in education or a related field.

3. Approximately one-half of the graduate work shall be in psychology or educational psychology -- which shall include a supervised practicum (a minimum of 100 clock hours) from the recommending institution.

SCHOOL SOCIAL WORKER

School social workers apply social work principles and functions to the major purpose of the school. Essentially, this purpose is to provide a setting in which teaching and learning can take place, and students can attain competence. School social workers share an obligation with all other educational personnel to make school a rich and stimulating experience for students so that they can prepare themselves for the world they now live in and the world they will face in the future.

The objectives of school social workers are to help students attain a sense of competence, a readiness for continued learning, and an ability to cope with change. Along with their work with students and parents, school social workers endeavor to aid the school in its attempts to give attention to the student's individual needs in relation to intellectual, social and emotional growth and to offer each student his own opportunity for success and achievement.

School social workers are involved also in facilitating relationships of the school, the home, and other social institutions in the community, and in the utilization of community resources to enhance the purpose of the school.

To insure professional competence of school social workers, the following standards apply to programs preparing school social workers.

School social workers should demonstrate:

STANDARD I: Understanding of principles and developments affecting the role of the school social worker and the specific competency requirements of that role.

STANDARD II: Understanding and skills in:

A. Psycho-social assessment and community problem assessment;
B. Social work practice, including counseling with individuals, families, small groups of unrelated persons, and work with community representatives.
C. Staff cooperation and communication, to include the rendering and using of consultation;
D. Utilization of community resources including social service agencies; and
E. Policy analysis and participation in policy planning.

STANDARD III: Appreciation of education as an institution and its relation to the community, appreciation of current developments in the field of knowledge affecting the school curriculum, curriculum development, educational supervision, knowledge of school law and legal provisions pertaining to child welfare.

STANDARD IV: Understanding of child growth and development and understanding of principles and developments concerning the learner and the learning process.

STANDARD V: Ability to observe and interpret the causes and effects of stress, disability, disease, and deprivation on human behavior and development especially in those children whose learning is affected by physical, neurological, intellectual, emotional disturbances or retardation.

STANDARD VI: Ability to communicate the dynamics and interrelatedness of the school, the home, and the community, and to elicit unified action from those who work with the individual child.

The concentration in social work practice in schools should:

STANDARD VII: Provide practicum experiences with opportunities for the student to reinforce his academic learning and to develop skills in the school which will enable him to practice social work within the school setting.

STANDARD VIII: Provide experience in both the performance and the interpretation of research, with specific application to community, school, family, and pupil problems as confronted by the school social worker.

STANDARD IX: Within the Master of Social Work degree program in an accredited school of social work, 12 graduate semester hours distributed in the following areas should be included:

A. History and Philosophy of Education
   Foundation of Modern Education
   Philosophy of Education
   Sociology of Education
   Contemporary Educational Trends

B. Educational Administration
   School law and legal provisions for child welfare
   School Public Relations

C. Educational Psychology and Measurements
   Educational Measurements and Evaluation
   Psychology of Exceptional Children
   Maladjusted Children in the School

The minimum qualifications for the School Social worker are:

1. Eligibility for the pre-standard or special services certificate.
2. A Master's degree in Social Work.

CRITERION V (PART I) -- UNDERGRADUATE FACULTY

A. Preparation and Competence of Faculty

1. Ninety per cent of the total faculty involved in preparing teachers hold the master's degree and no less than one-third have a doctor's degree, or an appropriate terminal degree, or show substantial progress toward its attainment. The goal toward which the individual college should strive is that all faculty have the master's degree and at least one-half the doctorate or an appropriate terminal degree.

2. All who teach professional courses in education have had appropriate experience in elementary or secondary schools respectively. Those who teach special methods courses should be master teachers and have the confidence of both the academic and education department.

3. Each subject-matter program for which approval is sought is staffed by a faculty of two or more people, with full-time equivalence of at least one and one-half persons, with the exception of the foreign languages, in which an endorsement is requested. These criteria also apply to those faculty members responsible for professional courses in elementary education, secondary education, and the other fields of special preparation.

   In unusual circumstances, temporary exceptions may be granted but the burden of proof is upon the applying institution.

4. Each program for which approval is sought is staffed by faculty members who have a major at the master's degree level or a minor at the doctorate level in the particular subjects or subject-fields or area of specialization to which they are assigned.

5. In each area for which approval is sought, the faculty members hold membership in and are active participants in their respective professional and/or learned societies.

6. The college staff reflects policies of selection, retention and promotion designed to provide the college with teachers who:

   a. Are free, democratic and helpful in their relations with students by virtue of being enthusiastic about teaching, and are emotionally stable and mature, and in possession of high ideals in their behavior with students;

   b. Inspire students to think for themselves and speak for themselves;

   c. Teach experimentally and scientifically in terms of objectives of education;

d. Show an active interest in their own continued professional growth through continuous efforts to keep in touch with new reserach in their fields, with current issues related to teaching, and who demonstrate a broad rather than a departmental view of educational problems;

e. Have demonstrated high skill in communication and in methods of instruction appropriate to their fields and who, if assigned to "Methods" classes, are able to demonstrate what they advocate in demonstration classes, in laboratory school and in their own classrooms with college students;

f. Visit periodically in the cooperating or representative schools in order to gain a first-hand acquaintance with the problems faced by elementary and secondary school teachers. (This is an absolute requirement for those faculty members who teach professional education courses.)

7. The administration provides a structure and climate:

a. Which promotes continuous free communication regarding administrative and teaching problems among faculty members and between faculty members and administration;

b. In which there are frequent faculty meetings dealing freely with real problems:

c. In which faculty committees serve significantly; and

d. In which faculties have a determinative function.

B. Faculty Load

1. A full load for a member of the faculty is not more than the equivalent of 15 contact hours per week, with lesser maximums being set for department heads, etc.

2. A system of equivalencies is worked out for other than classroom duties, so that maximum loads including such equivalencies, are not in excess of 15 contact hours.

3. In arriving at the load for supervisors of student teaching, it is recommended that the ratio for assignment should be two with maximum of three student teachers per semester for one hour of the teaching load.

4. The system of equivalencies shall be in writing and available to all faculty members.

C. Academic Freedom

There is a statement concerning academic freedom and responsibility, mutually approved and subscribed to by the faculty, the administration, and the governing body of the institution.

CRITERION V (PART II) -- GRADUATE FACULTY

A. Preparation and Competence of Faculty

1. Faculty teaching advanced level courses open only to graduate students hold the doctorate or have its clear equivalent in demonstrated scholarship and research.

2. The preparation, research, and experience of each faculty member qualifies him to teach courses in his field of specialization.

3. Each faculty member is active in a professional and/or scholarly society concerned with his speciality.

4. All faculty directing the scholarly activity of advanced level students have themselves demonstrated continuing independent scholarly activity.

B. Faculty Load

1. Time and opportunity is provided for all faculty involved in advanced work to carry on personal or group research or other scholarly activity.

2. Adequate time is specifically provided within the load of each faculty member for the advisement of advanced students and the supervision of their research or other scholarly activity.

3. No faculty member teaching advanced level classes has a load in excess of 12 contact hours per week.

C. Faculty Organization

1. A graduate or advanced level faculty is clearly recognized and designated.

2. Ultimate responsibility for the advanced programs lies with the faculty teaching and advising in the advanced programs and a system exists for implementing that responsibility.

CRITERION VI -- LIBRARY

A. Basic Philosophy

1. The general attitude of the administration and faculty shows an understanding of the library as the intellectual center of the campus.

2. There is active interest on the part of faculty members in building the collections and promoting their use.

3. There is evidence of cooperation between faculty and librarians in book selection, use of materials and library instructions and guidance.

4. There is an advisory faculty library committee representing the various departments.

B. Staff

1. Professional Staff

   a. The head librarian has a professional graduate degree.

   b. The status and salary of professional librarians are on an equal basis with those of other faculty members.

   c. Librarians serve on college committees.

2. Clerical Assistance

   a. Provision should be made for librarians to be free from necessity of doing clerical work.

   b. There is an effective program of using student assistants.

C. Budget

1. The budget is adequate to support a strong staff and a growing collection.

2. The library budget approaches 5 per cent of the total educational budget.

3. The average annual expenditure for books and periodicals is at least $6 per student over a period of five years.

4. Part of the book budget is allocated to departments for recommended purchases.

D. Collections

1. Book Collection

   a. The book collection gives effective support to the education program of the institution in all areas.

b. The book collection is growing, active and up-to-date as indicated by the average number of additions per year in the last five years.

c. The reference collection is basic, comprehensive, up-to-date.

d. The size of the collection approximates 50,000 volumes for 600 full-time equivalency students and 10,000 additional volumes for each 200 additional students.

e. The collection is appropriately distributed among the subject areas and is not unbalanced by large numbers of duplicate copies.

f. The collection shows evidence of continuous weeding out of obsolete materials.

g. The holdings are evaluated periodically by checks against standard bibliographies in all fields.

h. The card catalog shows evidence of an active program of revision and editing.

2. Periodicals Collection

a. The periodical collection shows broad coverage in all areas of the curriculum.

b. The library subscription list has been checked against the "Classified List of Periodicals for the College Library" for evaluation.

c. The newspaper collection is representative.

3. Pamphlets and Documents

a. There is a well-organized and up-to-date vertical file of pamphlets, pictures, clippings and other materials.

b. The outstanding U. S. Government publications are available for use.

E. Services

1. There is an organized program of libary orientation and instruction for all students.

2. Circulation statistics for the past five years show evidence of active and growing use of the collection.

3. A check of book cards in various areas shows recent use of books.

4. The use of the general collection is greater than that of the reserve.

5. Lists of new materials are sent to faculty members.

6. Bibliographies are complied and reading lists are checked for faculty members.

7. Staff members work with individual students in reading guidance and reference help.

8. The library is open a sufficient number of hours for efficient service.

F. Physical Facilities

1. The library is large enough to seat 10 to 20 per cent of the student body.

2. The library is attractive, inviting and comfortable.

3. It provides for independent study, group work, informal reading and browsing.

4. There are attractive displays.

5. There are classrooms or seminars for library instruction, special classes, and audio-visual uses.

6. The collections are readily accessible to students.

G. Curriculum and Materials Center

A materials laboratory or center should be maintained either as a part of the library or as one or more separate units. It should be open to students as a laboratory of materials on instruction and should be directed by a faculty member well informed in the various instructional media and materials at different grade levels. This laboratory should include a wide array of books commonly used in elementary and secondary schools; various types of audio-visual aids, such as maps, charts, pictures, filmstrips and recordings; various types of materials used in evaluating learning; curriculum patterns, courses of study and teaching units; workshop facilities for preparing new curriculum materials.

H. Self-Evaluation of Library

The library staff periodically engages in a self-evaluation of its holdings, its services, and its facilities. A planned program should be followed to consider ways of adapting and utilizing new library programs and/or media techniques that are necessary to meet the needs of the programs for which approval is sought.

I. Library (Graduate Programs)

Each field of specialization of the graduate program should be adequately supported by resources and facilities available through the library. (In general, the North Central Association of Colleges and Secondary

standards shall be considered as an indication that the necessary resources are provided. However, consideration shall be given to the holdings, materials, and facilities that are available in each area of specialization for which approval is being sought.)

APPENDIX I

OBJECTIVES AND REGULATIONS OF THE NEBRASKA COUNCIL ON TEACHER EDUCATION

The Nebraska Council on Teacher Education is a voluntary organization of statewide agencies and institutions which have a special interest in teacher education and professional standards. The term "teacher education" is interpreted broadly and is concerned with all aspects and levels of preparation of professional personnel for educational institutions.

Major Purpose

The Council is organized to facilitate a unified approach to the solution of problems involved in the selection and preparation of teachers and other professional school personnel. The Council acts as an advisory body to those agencies and institutions responsible for teacher education and certification. To achieve this purpose the Council continuously studies and appraises the total situation relative to teacher education in the light of: (1) Its own analysis of the scope and nature of the education needed by teachers and other professional school personnel, (2) The results of studies and evaluations made by individual teacher education institutions and agencies, and (3) The studied opinions and judgments of outstanding educational and lay leaders. Furthermore, the Council motivates and coordinates the efforts of all institutions and agencies particularly concerned with the improvement of teacher education.

Objectives

The Council dedicates itself to the attainment of the following objectives:

1. To arouse public interest in and stimulate action for improved standards in teacher education and certification.

2. To develop common understandings among those who work in teacher education and to bring about voluntary agreement for allocation of responsibilities among existing agencies.

3. To conduct investigations of such statewide problems as teacher selection, supply and demand, conditions of service, status of profession, and financial support for teacher education.

4. To disseminate the latest findings of research in regard to teacher education and to urge consideration of the recommendations of authoritative and accrediting groups.

5. To assist teacher education institutions in planning desirable programs for preparation of teachers, including both the academic and professional content.

6. To improve standards and procedures for the admission of prospective teachers to teacher education programs, and to foster programs designed to motivate and encourage capable young people to consider seriously entering the teaching profession and dedicating themselves to the ideals of public service.

7. To provide leadership in the development and improvement of inservice programs for teachers and other professional school personnel.

8. To advise the State Department of Education in the evaluation and approval of institutions and programs of teacher education.

9. To formulate pronouncements on basic issues relative to problems and principles in teacher education.

Composition and Organization

The Council is composed of representatives of (1) all colleges and universities of Nebraska that have state-approved teacher education programs; (2) the schools; and (3) organizations that have a statewide interest in teacher education. Past presidents and secretaries of the Council are also a part of the membership. The Council, according to state regulations, is organized into an Executive Committee and other permanent Committees. The officers of the Council are the President, Vice-President, and Secretary-Treasurer. A Vice-President is elected biennially and succeeds to the presidency upon the approval of the Council. The Secretary-Treasurer is the Director of Teacher Education of the State Deparmtent of Education.

Procedures

Statements of regulations and purposes guide the activities of the Council and its committees. The committees report their plans, activities, and progress to the Council at each regular meeting. The Council takes action on matters of major concern. Pronouncements and reports of studies are frequently distributed to all interested individuals and groups in the State. The Executive Committee acts for the Council between regular Council meetings.

To carry on its activities, the Council meets at least three times during the school year. The Executive Committee of the Council may meet more frequently, as may also the other permanent committees of the Council.

Membership and Finances

The membership fee is determined by the Council. This fee includes membership dues and costs of studies, materials, and other services provided by the Council. The following list of member organizations and number of representatives from each reflects the present (1979) composition of the Council. The member organization and/or number of representatives may be modified as circumstances change.

COMPOSITION OF THE VOTING MEMBERSHIP OF THE

NEBRASKA COUNCIL ON TEACHER EDUCATION

(All members are appointed for a three-year term)

Organizations Represented	Number of Representatives
State Department of Education	6
University of Nebraska-Lincoln Appointed by the Dean of Teachers College	4
University of Nebraska at Omaha Appointed by the Dean, College of Education	5
State Colleges Appointed by the Presidents	11
Private Colleges Appointed by the President - two for each College offering baccalaureate program only; three for each college offering a graduate program	20
Nebraska Technical Community Colleges One from each area - Appointed by the presidents	5
Nebraska Association of Young Children	1
Board of Trustees of the Nebraska State Colleges	1
Nebraska Advisory Council on Vocational Education	1
Nebraska Association for Childhood Education Appointed by the Association	1
Nebraska Association of Collegiate Registrars & Admissions Officers Appointed by the Association	1
Nebraska Association of County Superintendents Appointed by the Association	2
Nebraska Association of Elementary School Principals Appointed by the Association	1
Nebraska Association of School Administrators Appointed by the Association	1
Nebraska Association of Secondary School Principals	1
Nebraska Speech Communication Association	1
Nebraska Theatre Association	1

Nebraska Association of Special Education Supervisors	1
Nebraska Congress of Parents and Teachers Appointed by the Association	2
Nebraska Council on Occupational Teacher Education	2
Nebraska Educational Media Association Appointed by the Association	1
Nebraska Personnel and Guidance Association Appointed by the Association	2
Nebraska Professional Practices Commission Appointed by the Association	3
Nebraska Psychological Assocation Appointed by the Association	1
Nebraska School Psychologist Association	1
Nebraska State Association of Teacher Educators Appointed by the Association	1
Nebraska Advisory Council on Vocational Education	1
Nebraska State Institutional Teacher Placement Association Appointed by the Association	1
Nebraska State Education Assocation Appointed by the Executive Secretary	2
Student Education Association of Nebraska	2
IPD Commission	6
Nebraska State School Boards Association Appointed by the Association	2
Nebraska School Public Relations Association	1
Nebraska Department of School Nurses	1
Office of Mental Retardation	1
TOTAL REPRESENTATIVES	94

Additional voting members include past presidents and secretaries of the Council and standing committee chairmen who are not otherwise members of the Council.

General Regulations

1. The officers of the Nebraska Council on Teacher Education shall be President, Vice-President, and Secretary-Treasurer.

2. The term of the President and Vice-President shall be two years.

3. The Vice-President shall, upon the approval of the Council, succeed to the presidency.

4. The Secretary-Treasurer shall be the Director of Teacher Education of the Nebraska State Department of Education.

5. The officers of the Council for the ensuing term shall be elected on the odd year at the time of the spring meeting of the Council and the officers elected shall assume their duties on July 1 of the same year.

6. Membership on the Council shall extend from July 1 after appointment through June 30 of the year in which the term of office is to expire.

7. Agencies represented on the Council shall appoint representatives for terms of three years. When an agency is represented by more than one member, the representatives shall be appointed for three-year overlapping terms.

8. There shall be regular fall, winter, and spring meetings of the Council and such other special meetings as are called by the President when authorized by the Executive Committee.

9. Regulations concerning the organization and operation of the Council and committees may be made or changed by a majority vote of those present at any regular meeting of the Council.

Regulations Governing the Executive Committee

The Executive Committee shall:

1. Be composed of the Officers of the Council, the Commissioner of Education or designee, the Executive Secretary of the Nebraska State Education Association or designee, the Executive Secretary of the Nebraska Council of School Administrators or designee, the Executive Director of the Nebraska State School Boards Association or designee, the Standing Committee Chairmen, and the two immediate past presidents.

2. Be empowered to act for the Council during the intervals between Council meetings.

3. Set the time and place for all meetings of the Council.

4. Meet whenever and wherever called by the President of the Council or by two members of the Executive Committee.

5. Provide guidance and leadership and make proposals and recommendations to the Council.

6. Assign to one or more of the Council's Committees the problems which the Council decides should be considered.

7. Name the chairmen of permanent committees with the approval of the Council. If a nonmember is so named, he becomes a member of the Council for the term of his office. The chairmen of Committees I and II shall also be approved by the Commissioner of Education.

8. Review periodically, the membership of the permanent committees. Reassignment of continuing members and appointment of new members shall be based on nominations made by the chairman of each of the committees. In the case of Committees I and II, the Executive Committee will recommend changes in membership to the State Board of Education. Persons who are not members of the Council may be selected for membership on committees.

9. In odd numbered years, appoint a nominating committee of three members during the winter meeting of the Council. This committee shall make nominations for the office of Vice-President.

10. Appoint from membership of the Council, to fill, for the balance of an unexpired term, vacancies in the offices of President and Vice-President.

11. Accept new organizations as members of the Council upon the approval of the Council, taking into account the following general principles:

    a. Have general inclusive interest in teacher education as opposed to specific or departmental interest.

    b. Be an organization with statewide membership.

    c. Be able to make a positive contribution to the improvement of teacher education.

12. Provide opportunity for special interst groups to present proposals for the improvement of teacher education.

13. Receive, evaluate periodically the activities and accomplishments of the Council.

14. Evaluate and propose for acceptance by the Council on Teacher Education statements of policy and criteria for approving programs in teacher education conducted by the colleges and universities in the state.

15. Recommend teacher education programs that reflect the criteria projected by the recognized academic and professional education societies and leaders, yet are practical in reflecting the needs and attitudes of the educational and lay public of the state.

16. Study continuously the criteria for teacher education programs in force and improve the patterns of requirements as conditions warrant.

17. Keep abreast of the developments in teacher education throughout the nation as a means of keeping the teacher education programs in the stream of progress.

18. Coordinate the work of all committees, i.e., policies, guides, and recommendations.

19. Refer to ad hoc committees the development of needed statements of philosophy or position.

20. Keep the Council informed about and make recommendations concerning the structure and function of higher education at the state level, existing legislation concerned with teacher education; and the policies of the National Council of Chief State School Officers and other national and regional teacher education groups.

General Regulations Governing Permanent Committees

1. Permanent committees shall be organized as follows:

Executive Committee
I College Approval for Teacher Education
II Certification
III Teacher Selection, General Education, and Professional Education
IV Programs for Teaching Endorsements
V Advanced Programs

2. All members of the Council shall serve on at least one permanent committee.

3. The committees shall operate under the guidance of general policies established by the Council.

4. Members of the permanent committees who are not members of the Council representing specific organizations may attend and participate in the meetings of the Council, except that they shall not have the privilege of voting.

5. Committees shall be empowered and encouraged to use consultants and specialists both in and out of the education profession, and work closely with local and institutional committees which have corresponding interests and aims.

6. (a) The membership of Committee I, College Approval Committee, and Committee II, Certification Committee, shall be appointed by the State Board of Education to serve as the Nebraska College Approval Advisory Committee and Certification Advisory Committee respectively.

(b) Members of Committee I, College Approval for Teacher Education, and Committee II, Certification, shall be appointed for three-year overlapping terms.

(c) The personnel of the Committee on College Approval shall include at least one representative of the State Department of Education, the University of Nebraska-Lincoln, the University of Nebraska-Omaha, each State College, each Private College, the State IPD Commission, the Nebraska State Education Association, and a school district Board of Education. The Director of Teacher Education of the State Department of Education shall be an ex-officio member of this committee.

(d) Committee, I, College Approval for Teacher Education, shall arrange for the visitation of all of the standard institutions of higher education in Nebraska which offer teacher education programs.

(e) Committee I, College Approval for Teacher Education, shall report its findings concerning the approval of teacher education programs in Nebraska standard institutions of higher education to the Council and make its recommendations to the State Board of Education.

7. (a) Each committee shall select a vice-chairman.

(b) The committees may appoint ad hoc committees to complete specific assignments. Membership on ad hoc committees shall include a balanced cross-section of the groups (such as college administrators, school administrators, classroom teachers, State Department of Education, learned societies, academic specialists, etc.) to be affected by the findings.

8. Each Committee shall select a secretary who shall keep clear, accurate and brief records concerning its progress in order to facilitate the work of the Council, the Executive Committee, and the total improvement of the program for teacher education. Copies of these records shall be provided by the Secretary of the Council to members of the Council after each Council meeting.

9. The committees shall make brief reports at the regular Council meetings.

10. The committees shall prepare statements of what they would like to have released for publicity and present these to the Executive Committee.

11. Each Standing Committee should have a subcommittee to review research pertinent to its areas of concern.

12. Each Standing Committee should periodically review its scope and function and recommend changes to the Executive Committee.

RESPONSIBILITIES OF SPECIFIC COMMITTEES

Committee I, College Approval for Teacher Education

Evaluate teacher education programs in Nebraska Colleges and Universities in the light of the "Policies and Criteria" and make recommendations to the State Board of Education concerning the approval of institutions and of undergraduate and advanced teacher education programs.

Report committee findings concerning approval to the local institutions and the Council.

Serve as a permanent professional committee of the Council working closely with all Council committees with emphasis upon ways of improving teacher education programs.

Assist in the development of standards for approval of teacher education programs in Nebraska Colleges and Universities.

Committee II, Certification

Study the present standards and procedures for the certification of teachers in Nebraska and make recommendations to the State Board of Education concerning legislation which will improve certification standards and the procedures, rules and regulations, for the issuance of certificates and permits.

Give consideration to the facts and trends concerning the supply and demand of teachers.

Study and make recommendations concerning reciprocity agreements pertaining to teacher certification.

Report committee recommendations concerning teacher certification matters to the Council.

Committee III, Teacher Selection, General Education and Professional Education

Suggest procedures for selecting and guiding young people into teaching, emphasizing areas of critical need in teaching, and emphasizing available scholarship and loan programs.

Periodically review criteria for General Education and Professional Education Programs, including laboratory experiences, and recommend changes to the Executive Committee.

Stimulate improvement in the professional education of college teachers. Bring to the attention of the Council new developments in teacher education.

Committee IV, Programs for Teaching Endorsements

Develop, review and recommend endorsement programs to the Executive Committee for the Pre-Standard, and Special Services Teaching Certificates.

Give special attention to the improvement of summer workshops and workshop seminars; correspondence and television courses; off-campus and study-center programs; the use of newer media of communication in the education of teachers and other development affecting professional growth.

Cooperate with academic and professional associations in recommending teacher education programs that reflect the criteria projected by the recognized academic and professional societies and leaders and that are practical in reflecting the needs and attitudes of the educational and lay public of the state.

Committee V, Committee for Advanced Programs

Develop, review, and recommend standards for the wide variety of programs of post-baccalaureate study, including advanced study for classroom teachers, administrators, supervisors, and other educational specialists.

The Committee for Advanced Programs shall be responsible for the careful study of the trends and needs concerning the requirements and preparation of educational personnel in advanced programs.

Make recommendations to the Executive Committee for criteria for the preparation of educational personnel in advanced programs.

Prepare statements which can be approved and used by the Council concerning the scope and nature of education needed by educational personnel in advanced programs.

Recommend to the Executive Committee professional graduate and other special programs for the preparation and certification of educational personnel in advanced programs.

Consider and recommend possible improvement in the materials and procedures used in the preparation of educational personnel in advanced programs.

Recommend to the Committee on Certification standards and procedures for certification of educational personnel in advanced programs.

Cooperate with the State Department of Education and colleges on developing and recommending inservice activities and programs for the improvement of administrators and supervisors.

APPENDIX 2
LEGAL ASPECTS OF TEACHING

The Study of the Legal Aspects of Teaching should include but is not necessarily limited to the following:

A. The Nature of Law

B. Legal Basis for Public and Non-Public Schools

C. How Schools Are Governed

Possible topics which might be included:
1. Role of legislature, State Board of Education, Local boards of education
2. Voluntary accrediting agencies
3. Effect of board policies
4. How schools are financed
5. Compulsory attendance
6. Doctrine of "in loco parentis"
7. Determination of curriculum

D. How the Teaching Profession is Governed

Possible topics which might be included:
1. Entry into the profession (Certification Statutes)
2. Regulating the Practice of the Profession (Professional Practices Statutes and Decertification)
3. In-service Growth Responsibilities (Recertification statutes)

E. Teacher-Board Relationships

Possible topics which might be included:
1. Legal Status of a Teacher
2. Negotiations
3. Teacher Contracts, group and individual
4. Job security (tenure)
5. Right to hearing on termination

F. Student Rights

Possible topics which might be included:
1. Dress
2. Publications
3. Search and Seizure
4. Personnel Records
5. Discipline, suspension
6. Right to an education
7. Bill of Rights as it Pertains to Minors
8. Age of Majority

G. Teacher Rights and Responsibilities

Possible topics which might be included:
1. Tort Liability, Negligence
2. Retirement
3. Special Responsibilities Relating to Handicapped Students

APPENDIX 3
NEBRASKA COUNCIL ON TEACHER EDUCATION

Committee IV and Committee V
Development of Criteria for Specific Programs of Preparation

Principles to Guide the Work of Ad Hoc Committees as provided on page 139, 7(b)

An ad hoc committee accepting responsibility for developing criteria for a specific teaching endorsement should study carefully Criterion IV of the Policies and Criteria for the Approval of Teacher Education Programs and Institutions in Nebraska. Part C of Criterion IV is especially applicable to the development of criteria for teaching endorsements. In making the study the ad hoc committee should give special attention to this task, which delineates criteria concerned with the subject matter of the teaching fields. In addition, the committee should take into consideration the criteria contained in the NASDTEC manual - Standards for State Approval of Teacher Education.

The statement of criteria should not focus on certification requirements, but rather should be directed toward the development of a statement which will become criteria for the approval of programs within an institution. This is in keeping with the policy that when a program is approved under the acceptable procedures, the graduates of the program may be recommended for certification by the institution.

Statements should be made in a way that will preserve the autonomy of the institutions and encourage initiative and creativity on the part of those responsible for program design and development in the institutions.

Membership of an ad hoc committee should encompass personnel including at least one generalist in teacher education, administrative and teaching personnel of the elmentary and secondary schools, a member of Committee IV or V whichever is applicable and the State Department of Education.

At the time of appointment, members of an ad hoc committee should be advised of the proper procedure to be followed in the presentation to the Council of its report. It should be understood that for any report to receive official approval by the Council it must first have the approval of Committee IV or V and the Executive Committee. The chairman of the ad hoc committee should be present for all ad hoc committee reports.

The ad hoc committee should consult through a survey or other means school people who will be affected by the report to obtain their reaction prior to the final drafting of such report.

Format for the Ad Hoc Report

To expedite the work of ad hoc committees and to establish some consistency in the format of ad hoc committee reports the following outline form is suggested:

1. Frame of reference or rationale.

The ad hoc committee should clearly identify the relationship between the proposed statement of criteria for the preparation of teachers and role and function of such teachers in the secondary and/or elementary schools. Since the objective of preparation programs (context and experience) should be what it is the teacher does or ought to do when he is performing his professional role. Role definitions might well include consideration of what is and what ought to be.

2. Program design

The proposed program should be comprehensive enough to give the college direction for planning, developing, and evaluating a program. It should serve a similar purpose in giving Committee I bases for making recommendations concerning approval or disapproval. Competencies appropriate to a given role should be described and should include experiences related to the teacher's performance on the job in a given role.

The ad hoc committee should be aware that its assignment is to establish criteria for program development and that it is not prescribing a curriculum. Throughout the program should be the recognition that individual institutions need encouragement and support to fully utilize their creative potential in the development of quality programs based on competency.

APPENDIX 4
NEBRASKA COUNCIL ON TEACHER EDUCATION

TEACHING COMPETENCIES IN READING FOR SECONDARY TEACHERS

A secondary teacher will have competencies in teaching the specific subject or field as specified in these Policies and Criteria and the related reading skills. The prospective teacher will be able to demonstrate competencies in the following reading skills:

1. Will understand the evolution of the role of reading in the elementary, junior and senior high schools.

2. Will know and be able to apply basic principles for vocabulary development for use in the content area.

3. Will be able to introduce specialized vocabulary as well as identify words with multiple meanings.

4. Will demonstrate knowledge of use of materials to determine the reasons for deficiencies in the performance levels in the content area which may be due to lack of concepts, background, conceptual development or lack of reading ability.

5. Will be able to apply a knowledge of the comprehension process, comprehension skills, and comprehension taxonomies.

6. Will be able to explain the uniqueness of textbooks from a standpoint of organization, writing style, and tools found within the book.

7. Will be able to estimate the difficulty levels of reading materials and match reading materials to the individual.

8. Will demonstrate methods and/or techniques to identify and correct implied or overt ethnic, religious, racial, or sexual bias in reading materials.

MULTI-CULTURAL

PLURALISM STATEMENT

In accordance with the position statement on "Equal Educational Opportunity--Cultural Pluralism" approved by the State Board of Education (March 11, 1977), the task force on Multi-cultural Education of Committee III of the Nebraska Council on Teacher Education recommends that immediate action be taken to implement this position statement in Nebraska's post-secondary education institutions.

The task force recommends that the position statement (A Position Statement on Equal Educational Opportunity--Cultural Pluralism) be reviewed by the respective post-secondary institutions with the objective of filing a plan for compliance to Section 2 with the NCTE by the end of the 1978-79 school year. In addition, the task force recommends that each institution file a status report with the NCTE by the end of the 1980-81 school year. It is anticipated that each institution will be in compliance within five years after the submission of the plan for compliance. The degree to which the plan has been implemented will be reviewed by the college advisory committee of NCTE during the regular review cycle. The excerpts which follow are from the position statement approved by the State Board of Education.

2. PREPARATION OF EDUCATORS

The American Association of Colleges for Teacher Education addressed itself to the importance of providing equal educational opportunities:

> "Educational institutions bear the heavy task of preparing each generation to assume the rights and responsibilities of adult life. In helping the transition to a society that respects cultural pluralism, educational institutions must provide leadership for the development of individual commitment to a social system where individual worth and dignity are fundamental tenets. This provision means that schools and colleges must assure that their educational process and educational content reflect a commitment to cultural pluralism."

> "Opportunities should be provided where all students are helped to understand that being different connotes neither superiority nor inferiority; programs where students of various social and ethnic backgrounds may learn freely from one another; programs that help minority and majority students understand who they are, where they are going, and how they can make their contribution to the society in which they live."

Colleges and universities engaged in the preparation of educators have a central role in the development of our culturally pluralistic society.

If cultural pluralism is to become an integral part of the education process, teachers and personnel must be prepared in an environment where the commitment to multi-cultural education is evident.

> "Evidence of this commitment includes such factors as a faculty and staff of multi-ethnic and multi-racial character, a student body that is representative of the culturally diverse nature of the community being served and a culturally pluralistic curricula that accurately represents the diverse multi-cultural nature of American society."

Multi-cultural programs for educators should be more than courses or special learning experiences grafted onto the standard program. The commitment to cultural pluralism must permeate all areas of the educational experience provided for prospective educators.

All educators must be closely attuned to the changing character of society and must learn to "think anew" and "act anew". Any effective approach to teaching and the understanding of people must begin with an intensive, realistic analysis of educators stereo-typic ideas and misconceptions. Educators must be fully knowledgeable about the varying roles currently being demonstrated by groups; likewise, they must perceive clearly the constructive impact of dissent. They must become staunch believers in the potential strength to be derived from an American society composed of varying ethnic, racial and cultural groups. Educators must also become deeply aware of their own feelings and master the skill of feeling what others feel. They must understand all students, empathize with their ambitions, and accept their various behavior patterns.

It is crucial that all educators receive careful preparation in comprehensive, well-coordinated programs of both preservice and in-service education. The Nebraska State Department of Education must take a decisive lead in providing rich learning opportunities for educators. In addition, programs and activities must be coordinated and developed with colleges and universities to assure that the goal for equal educational opportunity is being met. It should be the commitment of all Nebraska educators to develop new strategies for creating a viable climate in which a change of attitudes, feelings, and understanding is possible.[1]

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[1]"A Position Statement on Equal Educational Opportunity--Cultural Pluralism," Approved by the State Board of Education, March 11, 1977, Section 2. Preparation of Educators.

Although the committee does not concur with all of the information in the above quote, it does feel that consideration should be given to the items below in the preparation of the plan for implementation:

Institutional Commitment

An institutional commitment statement which goes beyond verbal expressions (oral or written) of support to multi-cultural education to the willingness to, if necessary, exercise administrative prerogative as it relates to budgetary allocations for programs within the respective institution.

Faculty Commitment

A statement which encourages faculty members to be actively involved in scholarly pursuits (research, documentation, organizing and synthesizing information) focusing on the planning, development, and implementation of a multi-cultural education program.

Assessment of the Status of Multi-cultural Offerings

An assessment of the current educational process and content in each post-secondary institution in regard to the implementation of multi-cultural education. This assessment should include:

1. preparation of faculty in multi-cultural education
2. ethnic composition of faculty
3. multi-cultural content of course offerings in general education, e.g. art, music, literature, mathematics, social sciences, science, etc., and professional education.

Permeation of Multi-cultural Content in all Appropriate Academic Offerings

Attention should be focused on the identification of strategies for the implementation and evaluation of the infusion of multi-cultural concepts and information in the total educational environment of the respective institutions.

Commitment to/and Acquisition of Multi-cultural Faculty

Evidence of a commitment to the use of recruitment and employment

strategies that will ensure a multi-cultural faculty.

The statements in the Criteria Manual which refer to competencies related to Multi-cultural Education include the following:

IV. A. 2, 3, 4, 7, 9, on pages 9-10

IV. B. e. (1), (8), (11) and

IV. B. f. (3).